Maryville College

Bulletin • 1972 - 73

1972-73 Catalog Issue
of the
MARYVILLE COLLEGE BULLETIN
Maryville, Tennessee 37801
Telephone 615/982-6412
Volume LXXI May, 1972 Number 1

Published in May, June, September, November,
January, March and April at Maryville College,
Entered at Maryville, Tennessee, as second-class matter.

The College reserves the right to make necessary changes without further notice.

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You have read fifty already, haven't you? Or *did* you read them? Would it be more correct to say that you have picked up fifty or even a hundred, flipped through them, looked at the pictures and the sections describing the social or academic life (depending upon your set of mind) and promptly looked for another catalog, and another one, and another one . . . ?

This catalog is the *other one*. It is written for you. It is written to be read. It contains some important thoughts about the meaning of college, as well as necessary facts about Maryville College—how to apply, how much it will cost, courses you may take and who will teach them.

We are in the business of providing quality education, but we are also in the business of caring about you as a person. We believe education is more than mental gymnastics. You will have the freedom at Maryville College to form ideas and test them as you search for purpose and meaning in your life.

Ideas exist creatively only as they relate to persons and values. Maryville College is a community with many different life styles. We will encourage you to develop your own value system within the framework of Maryville's community standards.

You will find a climate which permits you to grow and change, to talk about life as it really is, and to continue your search for your own identity. We do not claim to have all the answers. We challenge you to ask the right questions.

Maryville College Is for Learning

Most of your studies at Maryville will be carried on in small groups in which students and teachers work together to find out what it means to be human. Professors seek to understand the student mind. In fact, we think you will find Maryville College a "yeasty" place. At times, a faculty member adds the yeast. At other times the yeast comes quietly from a shy student or explosively from a very vocal one. But regardless of *how* it comes, the yeast does its work, ideas emerge, expand, and are put into action.

Maryville's primary aim is to create an atmosphere in which learning can and will take place as persons discover their needs and decide to meet them. This process requires continuous reevaluation of what education is all about and how Maryville can adapt its curriculum and program to permit education to happen.

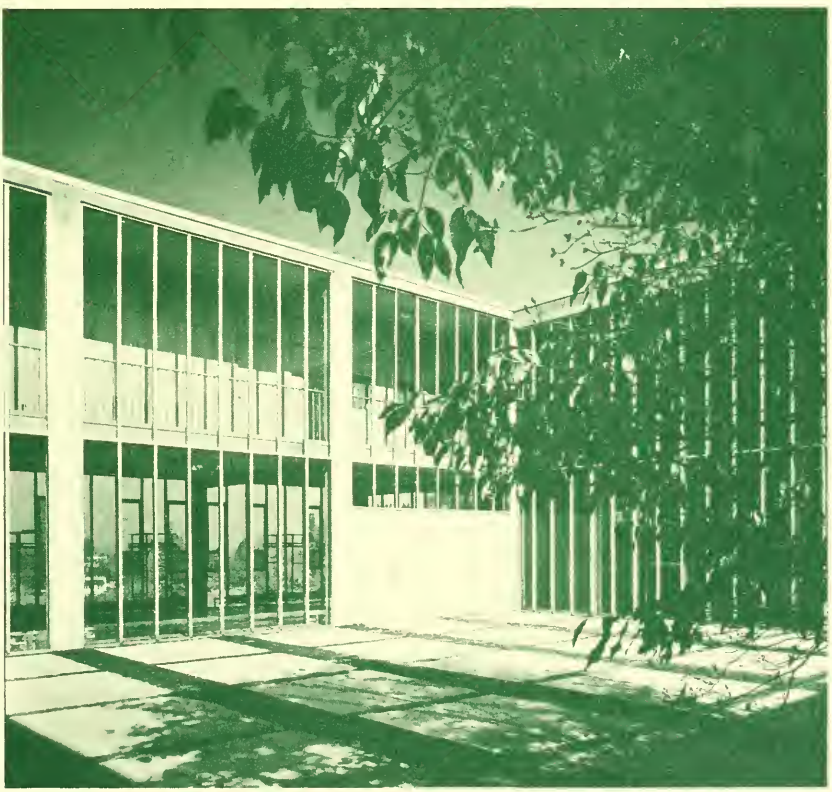
Maryville College has been in the business of higher education for a long time—153 years to be exact. It owes much to the past, but it is not bound to it. Neither is it isolated nor insulated from the ills of contemporary society. It is a twentieth century institution very much aware of the world with its opportunities and its problems. With a student body under 1000 and a concerned faculty Maryville offers you a personalized experience in an increasingly depersonalized world.

In the Maryville community, you will find persons with many different religious backgrounds, attitudes and experiences but also many persons who hold a strong commitment to the Christian faith.

It's Up to You

The choice of a college is yours—one of the most important choices you will ever make. You have over two thousand colleges and universities of all shapes and sizes from which to choose *one*. You will be related to this choice for the rest of your life as a student and an alumnus. You will want to make a wise choice.

Maryville College strives for an ideal in the "whole personality" approach to education. We have not "arrived" yet, but we're on the way. In the pages of this catalog we make an honest attempt to tell you what we are about. We want you to understand the purposes and programs of Maryville College. After you have read about us, we hope you will visit the campus and give us the opportunity to show you in person what we have tried to tell you in words and pictures. We would like for you to join us in the pursuit of this ideal and make Maryville College *your college*.



YOUR LIFE AT MARYVILLE

A part of what Maryville College will mean to you is wrapped up in what you bring to it—personality, ideals, curiosity, and your view of man.

Maryville is keenly concerned for you as an individual and offers many opportunities for you to interact with other students and faculty. A continuous mission for both students and faculty is improvement of campus community life and spirit. The community will accept your individuality and provide an opportunity for you to accept others with different backgrounds and ideals. The way is open for you to contribute according to your time, interests, and special abilities, and in turn to benefit from what others have to contribute. You can know the sense of fellowship that comes with opportunities for corporate worship, common intellectual and cultural experiences, and creative and re-creative leisure activities. You can contribute to

the common good of the community through a democratic organization and process which can be educational in terms of citizenship and beneficial in terms of personal growth.

The College has developed a program of small-group living in which a junior or senior counselor lives with eight freshmen. The counselors, whose responsibilities supplement those of the head resident, receive special training and are available to help you as a new student form good study habits and use your new college freedom wisely.

Community Government

At Maryville College you will have an opportunity to help establish, maintain and amend guidelines for community living. Because genuine community life depends upon the responsible participation

of all its members, we want you to be involved in decision-making processes to the extent that your time, training and experience will permit.

An 18-member All-College Council, made up of six students, six faculty members and six administrative officers and staff, acts upon matters relating to the life of the entire community—academic, religious, social, cultural and recreational. Smaller committees (which are open to freshmen) involve nearly all phases of college life and make it possible for all interested students, faculty and administrators to participate in governing the College.

Without apology Maryville College has set as a goal the ideal of community living. We seek those who have the faith and courage and patience to work toward translating this ideal into reality. As a prospective member of the community you will be asked to consider seriously the announced purposes before making a commitment. We do not have a long list of "do's and don'ts," but as in any community, the Maryville community has established certain guidelines for itself and its members and expects you, as a member, to structure your life within the context of these guidelines. The privilege of continuing as a member of the community is dependent upon your choices in these matters.

Religious Life

Religion is very personal. The expression of religion is both personal and social. Maryville College functions on the assumption that religion and its expression are bound up in the totality of one's life. There should be no division between sacred and secular. Maryville operates on the premise that it is possible to be open to knowledge and do the truth simultaneously. An education that truly liberates involves full and free exploration.

To this end, Maryville seeks to be the kind of community where you can coordinate and integrate your intellectual, religious, social, cultural, and physical activities. However, there are certain specific opportunities planned by the Religious Life Council (a joint student-faculty-administration group under the leadership of the College chaplain) for the express purpose of providing avenues of Christian training, dialog, and service.

Sunday vesper services provide an opportunity for you to hear fellow students, faculty members, outstanding religious leaders and music by the choir and small group ensembles. New and experimental forms of worship often are used in these services. There is a special period of emphasis on the Christian faith (known as January Meetings) when the entire College community has the privilege of entering into a discussion of what it means to be Christian in today's world. Certain religious services have become a part of a rich and vital spiritual tradition: Advent Vespers, Handel's *Messiah,* the Feast of Lights, Good Friday Service, and the Easter Sunrise Service.

We invite you to join members of the community in these times of worship and to find other avenues of religious expression which have particular meaning for you.

The Arts at Maryville

Guest artists visit the campus throughout the year for a series of programs planned by a joint college-community committee. Maryville's own musicians and musical organizations including the choir, band, oratorio chorus, and orchestra present regularly scheduled recitals and concerts.

The Maryville College Playhouse presents at least three major dramatic productions during the year. You will have an opportunity to act, direct, and help in all phases of production in the excellently equipped theatre. The Playhouse also presents workshop productions and a film series. During the summer, townspeople join with the College community for a summer theatre program.

A different art exhibit is presented each month in the Fine Arts Center Gallery, offering a variety of work including that of students, faculty, local and visiting artists.

In 1967 Maryville College became one of ten institutions involved in the Affiliate Artists program. This program places young, professional artists in colleges over the nation as a creative link between performer and audience.

Maryville is only 15 miles from Knoxville where local and professional touring groups present lectures, ballets, concerts, plays and contemporary Broadway musicals. You will be free to take advantage of as many of these as your interest, time and money will permit.

Campus Activities and Organizations

Intercollegiate athletic teams play full schedules in football, basketball, wrestling, track, baseball and tennis. Intramural sports for both men and women attract a large number of students who compete individually and as members of society, dormitory, or independent teams.

The Social Events Committee sponsors dances, movies, hikes and cookouts in the mountains, and regular evenings of informal recreation for students and faculty. The tennis courts, indoor olympic-size swimming pool, and other facilities are available at scheduled times for any member of the College community who wishes to use them.

You will have an opportunity to join small groups of students, faculty, staff, and townspeople in such creative leisure activities as hiking, camping, photography, painting and sketching, folk music, drama, and crafts. These occasional common interest groups provide an avenue to extend your relationships to those outside your own everyday sphere of contact.

If you have worked on the staff of your high school newspaper or yearbook, or if you have always had the yen to do so, perhaps you will be interested in serving in some way on the staff of the weekly College newspaper, *The Highland Echo,* or the College yearbook, *Chilhowean.*

You should be able to find your place in one or more of the various student organizations:

Athletics	Women's M Club Varsity Lettermen's Club
Dramatics and Forensics	Playhouse Debate Team
Education	Student National Education Association
Music	College Concert Choir Highlander Band College-Community Orchestra Oratorio Chorus
Political	Young Democrats Club
Professional Societies	American Chemical Society (Maryville College affiliate chapter) Phi Mu Alpha Sinfonia (music) Delta Omicron (music)
Social Organizations	Chi Beta Kappa Phi Theta Epsilon Alpha Sigma Sigma Mu Chi (for married students)
Honor Societies	Alpha Gamma Sigma (requirements similar to those for Phi Beta Kappa) Beta Beta Beta (biology) Gamma Nu Epsilon (physics) Pi Delta Phi (French) Pi Gamma Mu (social science) Pi Kappa Delta (forensics) Psi Sigma Mu (psychology) Sigma Delta Pi (Spanish) Tau Kappa Chi (music) Theta Alpha Phi (drama)

You will find Maryville ready to listen to you and your ideas. You will discover here an open avenue to try out some experiments in living. We invite you to come and get on with your life!

WHAT YOU CAN EXPECT ACADEMICALLY

Maryville College has always served a broad spectrum of students both academically and geographically. Over the years, students have come from most of the states and a number of foreign countries, thereby offering a broad social and cultural mix. Maryville has attracted many of the nation's best students and at the same time has made it possible for average students to compete successfully in its academic program.

Each year many Maryville seniors win scholarships and fellowships to graduate schools. The academic program provides excellent preparation for graduate study; it also provides the basic requirements for many vocations which can be entered immediately upon graduation.

We're Flexible . . . But You'll Have To Study

The curriculum includes a group of courses taken by every student, referred to as the "core," which introduces every student to an essential portion of the vast store of human thought and knowledge and stimulates him to come to grips with it.

The Instructional Program Committee (a committee of the All-College Council composed of students, faculty and staff) is charged with the major responsibility of developing an academic program which will encourage your intellectual and personal growth. This Committee continually reevaluates the curriculum, requirements for graduation, the resources which support the learning process, and special needs of particular student groups. If an academic program is to be responsive to ever-changing needs it must be under constant review. It must remain essentially stable without becoming "fixed" and be flexible without sacrificing its integrity. During your four years at Maryville you may serve on a committee which could confirm or change academic requirements and opportunities. Our objective in the academic planning is to build a total program which will translate the goals and purposes of the College into a learning experience that is sound and at the same time imaginative and exciting—one that will challenge both faculty and students to attain the highest level of intellectual and personal excellence.

Realizing that the "knowledge explosion" has made it impossible for you to know everything, the Maryville College faculty will help you select the essentials which seem most valuable as a foundation for your life-long pursuit of learning.

You will take three courses during the 10-week fall term, one course in the 4-week interim, and three courses during each of the 10-week winter and spring terms. It works out in a simple formula, 10-4-10-10 by weeks or 3-1-3-3 by courses. During the 4-week interim, the change of both method and pace frees you from the normal class schedules and enables you to explore one subject in depth or to become involved in problem-solving activities. The summer term is divided into three 3-week sessions, and you will take one course each session, with classes meeting two periods a day, five days a week.

The curriculum also offers you the opportunity to specialize in one of the following 18 major fields or to propose your own individual major across departmental lines:

Art
Biology
Chemistry
Economics
Elementary Education
English
Foreign Languages
Health and Physical Education
History
Mathematics
Medical Technology
Music
Physics
Political Science
Psychology
Religion
Sociology
Speech-Theatre

In selecting a major you may confer with your freshman faculty advisor. Once you have decided on an area of specialization, you will consult with a designated departmental advisor.

If you feel that your needs cannot be met by one of the 18 departmental majors you are free under certain conditions to develop your own program of study in consultation with appropriate faculty members in what we call an "individualized major."

A major consists of a sequence of 10 courses minimum or 12 courses maximum. Requirements for each major are found under Courses of Instruction.

The weekly Community Issues and Values program is a supporting part of your regular course structure. Along with the entire College community you will confront crucial issues of the day in religion, politics, economics, social relations, the arts, and personal living; have an opportunity to develop values to meet these issues; and then choose a course of action.

Opportunities for Independent Study

The College seeks the flexibility that will enable you to develop your scholarly background along special interest lines or to pursue a subject in greater depth than the classroom situation provides. To this end, there are several ways available for you to do independent study.

General Honors Program—Students of superior ability and excellent overall scholarship may carry on independent study relating to courses in which they are registered. This honors work will consist of study beyond the usual materials and requirements of the course to which it applies. It may take the form of reading, writing, or experimentation, or any combination of these, as worked out with the instructor and within the honors requirement set up by the department to which the course belongs. To be eligible, the student must have a 3.0 cumulative average and have been in residence for one term and one interim. Successful completion of this work is entered on the student's record.

Independent Study in a Course—Any student with a 3.0 cumulative average may pursue independently, without class attendance, any course in the catalog, subject to the following requirements:

a. He has completed one term and one interim in residence at the College.
b. He has the permission of the course instructor, has the outline of the course, and is given bibliographical help by the instructor.
c. He registers for the course, as part of his regular load, at the beginning of the term in which the course is offered.
d. He takes and passes a comprehensive examination at the end of the course, and meets any other requirements agreed upon with the instructor.

Junior-Senior Independent Study—As a graduation requirement every student registers for courses 351-352 in his major department. This is an independent study program that offers opportunity for intensive work, creativity and innovativeness in a subject of your own choosing. The work may involve a reading program, an investigative project, laboratory or field research, creative activity such as writing, play production, or some original contribution as in art or music. You will be encouraged to work on your own initiative with the added benefit of personal faculty guidance and supervision.

Individual Study Course—Any student of junior or senior class standing may substitute for one of his major courses an individual study course numbered 350 in each department if the following conditions are met:

a. He secures approval from the chairman of his major depart-

ment for a mutually agreed upon program of reading or experimental study.

b. An instructor is available whose schedule and load will permit regular conferences to give guidance and assess progress in the individualized study.

c. He pays an additional fee of $25 to cover the difference in cost between individual and class instruction.

Environmental Education Center

Maryville College is a pioneer in both resident and day-use programs of environmental education. In cooperation with the National Park Service, Maryville College operates an Environmental Education Center in the Great Smoky Mountains National Park. It is used by more than 4,000 secondary and elementary children and their teachers each year; but a primary goal of the Center is to afford Maryville College students the opportunity to develop ecological competence and environmental awareness as they prepare themselves academically.

Off-Campus Experiences

Other opportunities for independent work are available off campus to supplement and enrich the on-campus experience. An increasing number of students are taking advantage of opportunities to study abroad during the junior year. The College cooperates in the planning of these programs and in arranging credit. Those who are interested should talk with the Dean of the College early in the sophomore year.

Increasing numbers of the four-week interim term courses involve off-campus experience. In recent years one interim group traveled and studied in Spain, another in Greece. One group studied and observed the people and economy of the Southern Appalachians, while another group spent the interim on a scientific project relating to coral reef plants and animals in Florida.

Maryville belongs to the Mid-Appalachia College Council, Inc. (MACCI), a group of 12 regionally affiliated liberal arts colleges. Because of this relationship, Maryville College students may participate in field biology work at a teaching and research center on Norris Lake and in honors seminars in biology, chemistry, and physics at Oak Ridge Associated Universities. As part of these experiences you will have the added benefit of meeting, living and working with students from other colleges.

Another off-campus offering is the Washington Semester, taken through The American University in Washington, D. C. Students participating in this program spend time in the nation's capital for a study of American national government.

Maryville recognizes the basic need for expression of individuality, and through these programs it offers opportunities for experimentation and expansion, thus providing a jumping-off place for further self-discovery.

Pre-Professional Preparation

If you plan to prepare for admission to a professional school you should select your major with this objective in view. You should decide as early as possible on the particular institution you expect to enter so that you can plan your pre-professional curriculum in that direction. The following suggestions may be helpful if you plan to specialize in one of these areas:

Engineering—The recommended curriculum is the mathematics or physics major for at least two years.

Pre-Law—Political science, history, economics constitute good foundations for entrance to law school. Pre-law students have also majored in other fields such as English and stood high in subsequent law examinations.

Library Science—The choice of the major field can be determined by your interests. You should be aware of new opportunities in specialized library work in such areas as law, medicine, music, and the sciences.

Medicine and Related Professions—Maryville College has an excellent record in the preparation of students for medical schools. Students planning to study medicine, dentistry, pharmacy, nursing, or veterinary medicine usually follow a pre-medical curriculum majoring either in biology or chemistry. Those who plan to enter medical technology will find the program outlined under Courses of Instruction.

The Ministry and Christian Education—If you plan to attend a theological seminary in preparation for the ministry or for Christian education, you may follow any one of several fields of concentration. Favored majors are English, history, psychology, religion, and sociology, with strong elective work in philosophy. The pre-ministerial student is advised to fulfill the core language requirement with French or German and to take Greek as a second language. The College chaplain or the chairman of the Department of Philosophy and Religion will be glad to confer with you.

Social Work and Public Welfare—Students planning to enter the field of social work, public welfare or public administration will find that the courses in sociology, political science and economics provide excellent foundation for these fields. Interim projects and independent study programs can be adapted in ways that will contribute to future careers in these professions.

Teaching—Prospective public school teachers should consult the education section under Courses of Instruction. Those interested in college teaching will find it helpful to discuss their plans with their major advisors and other members of the faculty.

Science Studies In Programs

It is clear that society faces serious and basic problems involving a strong relationship to science and technology (i.e., the familiar three p's of population, pollution, and poverty). However, it is also clear that the solution will not only involve more scientific information, but also a consideration of social, economic, political and religious values in a most fundamental way.

To respond to this challenge of problem solving, the science departments, in cooperation with other departments, have organized around four Programs.

Program In Pre-Professional Studies—This Program is designed to prepare a student for the pursuit of further education in a science area at levels beyond the undergraduate. Major areas of concentration are Biology, Chemistry, Mathematics, Physics, and Psychology. Students interested in careers in research, teaching or any field of medicine should major in one of these departments.

Individualized Majors: The three Programs listed below are designed as focal points for students wishing to choose an individualized major involving interdisciplinary contact between science and other areas. The courses of study which make up the major will be developed under the guidelines of the committee on the individualized majors (see page 17 in catalog). Students electing any other major who desire to take courses related to these Programs are strongly encouraged to do so.

Program In Behavior—This Program centers on the fundamental principles of animal and human behavior. Through the study of topics such as motivation, emotion, learning, and personality, an interdisciplinary approach is taken toward the understanding of patterns of behavior in individuals, groups, and societies, whether they be of men or animals.

Program In Environmental Quality—The approach of this Program centers around two focal points: (1) the scientific techniques and knowledge fundamental to an understanding of the basic principles of ecology and (2) the sociological, economic, and political ramifications of the proper management of the limited resources of our planet.

Program In Science, Values and Society—This Program is concerned with the ethical, social, religious, and legal implications of the continued advancement and use of the knowledge of science and technology. Because of the rapidity of the gain of new knowledge and its power to influence the cultural patterns of man, attention is directed toward thinking about possible futures *before* they happen.

A BIT OF HISTORY

We want to give you a look at how Maryville has come to be, not to dwell on the past by any means, but to give you a sense of how the basic character of the College was formed, and how this growth contributes to Maryville today and tomorrow.

Maryville's interest in quality education began in 1811 when Isaac Anderson, a circuit-riding, Scotch-Irish minister, became discouraged over the poverty that he found everywhere and the lack of education to overcome it. He was determined to meet these needs in Maryville, literally a "frontier" town at that time, by recruiting potential leaders from among the Appalachian people. Anderson defied the institution, the church, even the established northern seminaries, and started a school of his own. He took the long-bearded, grudgingly independent anti-nationalists right out of these Appalachian hills and jarred the complacent East into recognizing there was something to the South and the West. It was under his leadership that the Presbyterian Synod of Tennessee established in October of 1819 the Southern and Western Theological Seminary, later

to be renamed Maryville College. This effort took imaginative persons with a great belief in what they were doing, and a strong desire to free the struggling poor man by offering him opportunity for growth intellectually, spiritually, and then, hopefully, economically.

Maryville's evolution was set on its way by Dr. Anderson. He was a hard worker, a believer in high intellectual and moral standards, and he had an idea of harmony, of unity of mind and spirit that would be the beginning of the idea of Maryville.

The Civil War stopped the College's progress and divided its people, just as it did the land and the country. Through the efforts of Professor Thomas Jefferson Lamar, described as "acting-president, acting-faculty, and acting-janitor," Maryville was re-energized and began again its rapid growth.

On through time and six presidents, crises and creativity, Maryville was following that original commitment to the community—that promise to better, to build upon, and to offer chance for improvement of self. It was during these years that perhaps the first interest in the Maryville of tomorrow began. The original principles were a guide for the future, not a monument to the past. Curriculum changes included the introduction of independent study and comprehensive examinations, and the offering of more and specialized courses.

Dr. Ralph W. Lloyd, sixth president, began a long-range development program which has been continued and augmented under the leadership of the seventh president, Dr. Joseph J. Copeland.

Maryville Today

Now that you know a bit of our history, you are probably asking: But what about today? And you have a right to ask this. The present *is* what counts. The College continues to enlarge its sense of community, both on and off campus. The background and development of this process are an integral part of what Maryville is, of what you will find when you join us. Several things have made this growth possible: serious efforts of its people to live, work, and understand; extensive curriculum revision to keep pace with the demands of a fast-moving world and student body; and increasing material assets which enabled the physical facilities to expand.

The Maryville College campus of 375 acres, at an elevation of 1000 feet, is one of unusual natural beauty. The central campus, which includes 24 buildings and several athletic fields, makes up about one third of this area. The remainder includes fields and woodlands with a picnic area and a naturally formed amphitheatre.

The main administration building, Anderson Hall, also houses the Departments of English, Philosophy and Religion, and Foreign Languages. Thaw Hall contains the Departments of History, Social Sciences and Education, and the Lamar Memorial Library. Fayerweather Hall includes the Campus Center and campus publication and organization offices.

The Fine Arts Center and Wilson Chapel, striking in contemporary design, were built in the fifties. There are three residences for men, and three for women. The new Sutton Science Center is extremely adaptable to the five sciences it houses. A modular concept of design is used to provide for flexibility and efficiency.

The newest building on campus, the health and physical education complex, was completed in the fall of 1970.

Accreditation and Relationship

Maryville is associated with many national, regional, and state organizations. Prominent among these are the Southern Association of Colleges and Schools, the regional accrediting agency; the American Association of Colleges for Teacher Education; and the National Association of Schools of Music. The College has maintained also a continuing relationship with the United Presbyterian Church in the U.S.A., but you will find faculty and students with many different denominational backgrounds and beliefs in a climate where individual choice is accepted and encouraged.

IS THIS THE COLLEGE FOR YOU?

If you have read this far, you should know what we are about at Maryville. You should know that we seek young men and women who are ready to assume responsibility for their own lives, both in the search for knowledge and in terms of personal behavior.

If you would like to assume this responsibility in the context of our College community, we welcome your application. We seek qualified students from diverse segments of society—geographical, socio-economic, racial, and religious.

Admission to Maryville

Admission to Maryville College is based on evidence that you, as an applicant, possess the intellectual capacity and motivation, personality, character, health, maturity, breadth of interests, and seriousness of purpose to make satisfactory progress in our living and

learning community. To help us determine your qualifications, we require a formal application, an official transcript of your high school record, scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the tests of the American College Testing Program (ACT), evaluations submitted by your principal, teachers and other school officials, plus information from your family physician.

Results on either the SAT or ACT may be provided through your high school or directly from the testing service. Foreign students must submit the results of the "Test of English as a Foreign Language" (TOEFL) of the Educational Testing Service.

You will be notified of action on your application when all your credentials have been received and reviewed by the Committee on Admission and Standing.

Required Secondary School Credits

1. Four years of English.
2. One year of laboratory science, such as biology, chemistry, physics, earth science.
3. Two years of algebra or one year of algebra and one of geometry.
4. One year of social studies or history.
5. At least five elective academic units drawn from the following: mathematics (excluding general mathematics and arithmetic), science, social studies, foreign languages, Bible and music theory.
6. Although a foreign language is not required for admission, it is strongly recommended. Entrance credit in a foreign language will not be allowed for fewer than two units in one language.

Advanced Placement

If you have taken college-level courses in high school and have made a score of 3 or above on the Advanced Placement Examination of the College Entrance Examination Board, you will be eligible for placement in advanced courses and may be granted college credit.

Campus Visits

We invite you to visit the campus. We do not require a personal interview, but it would be our pleasure to have you as guest for a weekend. Set your own date, write the Admissions Office, and we will take it from there. The Admissions Office is open daily and until noon on Saturday.

Transfer Students

We are committed to assisting students who have studied at other colleges or universities who would like to transfer to Maryville College. In addition to meeting entrance requirements already listed, you must submit a transcript of all college work previously attempted. The Admissions Committee will be as liberal as possible in evaluating your work successfully completed and, in general, will credit toward your degree requirements all recognized liberal arts courses in which you have achieved a C or better grade. You must satisfy requirements in the major and core areas with a minimum of ten courses taken at Maryville. We do not give credit for correspondence work. Your grade average and standing will be based entirely on the courses you take at Maryville.

If you have earned the Associate of Arts degree from an accredited junior college, you will be awarded junior standing upon enrollment at Maryville. Twenty additional courses must be completed for the baccalaureate degree.

Veterans

Maryville College welcomes veterans who would like to begin or continue their college education and will accept for transfer credit courses of the U.S. Armed Forces Institute that are basically comparable to its course offerings. It is also possible for veterans to receive credit for service schooling through the College Level Examination Program (CLEP) sponsored by the College Entrance Examination Board.

Special Students

Under certain circumstances an applicant who is not qualified for admission as a freshman may be admitted as a special student, but not classified as a candidate for a degree. Special students who wish to become candidates for a degree have two years from the time of admission to satisfy the entrance requirements in full.

How to Apply

To apply for admission to Maryville College,

1. Write to the Director of Admissions for an application. There is a form for making this request on page 108 of this catalog.
2. Complete the application forms and submit them to the Director of Admissions, Maryville College, Maryville, Tennessee 37801, along with the nonrefundable application fee of $10.

When to Apply

You may be admitted to Maryville at the beginning of any ten-week term and should submit your application well in advance.

How Much Will It Cost?

As a student you will and should have much to do with the choice of a college. Although your parents are vitally concerned that you choose wisely, they have in all probability left the final choice up to you. Since they will no doubt expect to pay for most of your education, it is logical that they would ask: Can we afford the college you choose? We hope to give you both an affirmative answer.

Full-time resident students for the 1972-73 year pay:

Tuition and general fees	$1,600.00
Room and board	$ 950.00
Total	$2,550.00

Commuting students pay:

Tuition and general fees	$1,550.00

Part-time students pay:

Per course	$150.00

Auditors (persons not enrolled for credit) pay:

Per course	$25.00

Other Expenses

Additional fees for applied music and art, laboratory courses, student teaching, etc., will be charged as applicable.

Advance Fees

Students must make a $50 advance tuition deposit before May 1, and this deposit is deducted from the tuition due when the student completes enrollment. If a student who has paid his tuition deposit notifies the admissions office before May 1 (for the fall and interim terms), or before December 1 (for the winter and spring terms), that he wishes to cancel his reservation, the $50 will be refunded. There will be no refunds after the May 1 or December 1 deadlines.

Terms of Payment

Resident students pay $1,275, less tuition deposit, on or before September 1, then $1,275 on or before January 1.

Commuting students pay $775 less tuition deposit on or before September 1 and $775 on or before January 1. Checks should be made payable to Maryville College and mailed to the Treasurer's Office.

No deductions in charges will be made for absence at the beginning or end of the term; partial refund of board may be made under certain circumstances, but no other refund will be made. Room and board rates do not cover vacation periods or costs of off-campus interim study.

Medical Care

The College uses every possible means to protect the lives and health of its students. The College physician is available for consultation in the infirmary without charge and the infirmary may be used by resident students. Confinement up to five days is paid by the student health fee. Additional days are at the student's expense. The facilities of the Blount Memorial Hospital near the campus are available in cases of serious illness and a portion of the expense for students confined there is covered by the student health insurance plan. The student must pay for any other medical attention that may be required. The College cannot assume any financial responsibility for injuries or illness.

The general fee includes a premium for group hospitalization and major medical insurance which provides daily hospital benefits and surgeon's fees according to a specified schedule. Benefits apply to hospital and surgical expenses incurred during the year September 1-August 31. Further information about medical care may be obtained from the Office of Student Personnel.

Professional counseling is available to students through a field work program of the Department of Clinical Psychology of the University of Tennessee.

We Provide Student Aid

Maryville College makes every effort to aid qualified students who could not attend college without financial assistance. The Student Aid Program at Maryville is based on the conviction that the student and his family bear the primary responsibility for his college expenses and that aid from the College should be considered as supplemental to the family's contribution.

In determining the amount of financial aid, the College takes into consideration the student's academic achievement and promise, and his financial need. This decision can be made only after the student has been accepted for admission and the analysis of his Parent's Confidential Statement has been received from the College Scholarship Service.

The primary sources of student aid are scholarships, grants, loans, and campus employment. In some cases a combination of these sources may be used.

Scholarships: Scholarships are available to students of superior academic ability, character and promise. The following special funds have been given to the College over a number of years and represent principal sums of $5,000 or more. The annual income from these funds is available for scholarships in amounts varying from $200 to half tuition in accordance with the criteria established by the donor:

Hyman and Bess Arnowitz Scholarship Fund
Orlean B. Beeson Scholarship Fund
Ernest C. Brown Scholarship Fund

Class of 1912 Scholarship Fund
Mr. and Mrs. Edward S. Cowdrick Scholarship Fund
W. R. Dawson Scholarship Fund
Henry R. Duncan Scholarship Fund
Lombe Scott Honaker Scholarship Fund
George Dewey Howell Scholarship Fund
Edwin R. Hunter Scholarship Fund
John L. and Elsbeth Kind Memorial Scholarship Fund
Kittrell Memorial Scholarship Fund
Charles R. and Caroline F. Otis Scholarship Fund
Charles Morton and Octavia Wilson Merrill Scholarship Fund
Dr. James A. Padgett Trust Fund
Fred C. Peterson Scholarship Fund
Reader's Digest Foundation Scholarship Fund
Mallie White Regen Scholarship Fund
Amna Caldwell Yarbrough Scholarship Fund

Additional scholarships and a program of academic prizes and awards are also available to enrolled students.

Grants: A wide variety of grants is available to students who qualify for consideration. Maryville College participates in the Educational Opportunity Grant program and seeks to serve deserving young people of creative and academic promise. The College offers competitive awards for music and art majors, open to both entering freshmen and upperclassmen. Another grant program seeks to recognize outstanding leadership ability which has been demonstrated in high school and continued on the College campus. Additional grants are available to special categories of students.

Loans: Students who wish to pay part of their college expenses on a deferred or installment basis may apply for short-term loans through the College Rotating Loan Fund. Maryville College also participates in the National Defense Student Loan and Guaranteed Loan Programs which provide long-term loans to qualified students.

More extended plans for installment payment of educational expenses may be arranged with commercial agencies. Maryville College cooperates with The Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022; The College Aid Plan, Inc., 1008 Elm Street, Manchester, New Hampshire 03101; and the Insured Tuition Plan, 6 St. James Avenue, Boston, Massachusetts 02116.

Employment: Part-time work for students is available in many areas of campus activities. Earnings depend upon the degree of skill and the amount of personal responsibility and time involved.

More detailed information regarding specific types of student aid may be obtained by writing the Director of Student Aid, Maryville College, Maryville, Tennessee 37801.

Living Arrangements

Much of your community life at Maryville will center around your life in the residence hall. As a freshman you will live in a "quad" consisting of a study room, four twin rooms for eight freshmen, and one single room for a junior or senior counselor. Two "quads" share the same floor lounge.

On the assumption that men and women function better on all levels when they are free to choose whether and when to be together, Maryville has a plan of room visitation. Each residence is responsible for setting its own hours for visitation within the framework of 12:30 p.m. to 11:00 p.m. Sunday through Thursday and 12:30 p.m. to 1:00 a.m. Friday and Saturday. Your guests of the opposite sex register when they come in, are escorted upstairs, and sign out when they leave. The idea of residence visitation is that you, the student, should have some measure of responsibility in arranging your own life within your residence structure.

A key system for women students makes it possible for women to set their own hours of return to the residence hall. Freshmen may check out keys from the residence hall office on nights they wish to use them. All upperclass women have the option of checking out keys or for a small fee for replacement insurance of having the key issued to be in their possession. Keys that have been issued are checked in at the Christmas and Spring vacations, at the close of school or at any time the woman student terminates her enrollment at the College.

Rooms in the Residence Halls

Rooms are reserved after the payment of the tuition deposit. These reservations will be held until noon of the first day of classes. Usually two students occupy one room; however, when space is available, a student may room alone by paying an additional fee.

All students who are away from home live in the residence halls and take their meals in the College dining room with exceptions granted only in unusual cases.

Information concerning the furnishings of each room, linen service, and the regulations governing the various residences can be found in the *Student Handbook*.

Community Standards

Maryville operates with a minimum of rules and regulations, but there are a few standards which the community considers necessary for the well-being of all its members.

- In accord with civil law, the Maryville community does not permit the transportation, sale, possession, or use of illegal drugs. The College cautions against the indiscriminate use of any stimulants and depressants which might subject you to psychological or physiological hazards.
- Historically, Maryville College has discouraged the use of alcoholic beverages. No one is permitted to possess or use alcoholic beverages on campus or at official College functions off campus.
- Even though Maryville College is privately owned, endowed, and operated, it recognizes the right of its community members to criticize, protest, petition, and attempt to change by peaceful, constitutional and legal means any rule or regulation of the College. The All-College Council is the vehicle for this process. But the freedom to protest and petition and the freedom to teach and learn do not give license to disrupt, threaten, intimidate, or take over private property on the campus or elsewhere.
- Each member of the College community is expected to regard honesty as a personal and group obligation.
- Under most conditions sophomores, juniors and seniors are permitted to bring automobiles on campus provided they are not holding scholarships or grants based upon need and are not on disciplinary or academic probation.
- Firearms are not permitted on campus except by special permission from the Dean of Men, granted in advance.

Consider the possibilities. A great deal of challenge is here only to be discovered and followed by you, an individual in search of yourself and of patterns in your world. Hopefully, Maryville can be the stimulation for this searching process. We think you are the essential element in this search, and hope to see you involved in it with us.

THE CURRICULUM AND HOW IT AFFECTS YOU

The academic program at Maryville College is directly related to the calendar which provides its structure. On the assumption that one learns more readily and retains more of what he has learned if he concentrates on a few courses for a relatively short period of time, the present 10-4-10-10 calendar was adopted. The scheduling of vacations between terms helps to insure periods of unbroken concentration. The 9-week summer term, made up of three 3-week sessions, makes possible acceleration for those who wish to complete the requirements for graduation in less than four years.

Fall Term		Interim Term		Winter Term		Spring Term		Summer Term
3 Courses	Vacation	1 Course	Vacation	3 Courses	Vacation	3 Courses	Vacation	3 Courses
10 Weeks		4 Weeks		10 Weeks		10 Weeks		9 Weeks

Normally you will take three courses during each of the 10-week terms, although as few as two or as many as four may be permitted under special circumstances. The interim term is devoted to a single course or project. Three courses may be taken during the summer term, one during each 3-week session.

The Core Curriculum

Maryville College is dedicated to the concept that liberal learning is the best foundation for a satisfying life, whatever one's profession or vocation. With this conviction in mind, the curriculum has been designed to include a "core" with a broad base in the humanities and fine arts, the natural sciences, and the social sciences. Wherever possible, interdisciplinary approaches have been incorporated into this core in order to make clearer the relationships between the various fields of learning. Emphasis is also placed on greater awareness of the non-western world, on social and political issues, and on the development of personal values.

For the B.A. degree the core includes the following courses and requirements:

English—English 105, to be taken during the fall term of the freshman year, and English 121-122, to be taken concurrently with History 121-122 any time during the first two years. (Note: A few freshmen who present high verbal scores may be exempted from English 105 and invited to go immediately into an advanced-level, combined English 121-122—History 121-122 course.)

Fine Arts—Interdisciplinary course 201, to be taken any time during the first three years.

Foreign Language—Demonstration of intermediate-level proficiency in one foreign language, by examination or by completing course 202 in that language. Alternatively, with the consent of the major advisor, the requirement may be met by completing courses 101-102 in two languages.

Health and Physical Education—Six terms of activity, normally taken during the first two years.

History—History 121-122, to be taken concurrently with English 121-122 any time during the first two years.

Natural Science—Interdisciplinary course 101, to be taken any time during the first two years, and either interdisciplinary course 102 or two laboratory courses in separate fields, to be taken any time prior to graduation.

Freshmen:

Students who are sure of a science oriented major, or who may just think maybe they would try for a major in the sciences, should register for Science 101, English 105, and Math 101 or 102 fall term: English 121 and 122, History 121 and 122 for the winter and spring terms. The other courses for winter and spring term will depend upon progress in mathematics. Foreign language for science majors is usually taken in the 3rd year. If in doubt consult with anyone in the Sciences. Science majors *do not* take Science 102.

Non-Western Studies—Interdisciplinary course 301, to be taken any time during the third or fourth year.

Philosophy and Religion—Philosophy 101, to be taken any time during the first two years, and one course in religion chosen from the following list, to be taken any time prior to graduation: Religion 201, 205, 221, 224, 321.

Social Science—One of the following courses, to be taken any time prior to graduation: Economics 201, Political Science 201, Sociology 201.

If you can submit evidence that you have had a strong high school preparation in the material covered by any of the core courses, you may, upon consultation with and consent of the chairman of the department in which the course falls, be admitted to specified advanced courses in lieu of the designated core course. You must complete such advanced courses within the time limits prescribed for the courses being replaced.

The core requirements for the Bachelor of Music degree are different and are detailed in the course listing section under "Music."

Areas of Specialization

In addition to the core requirements, you will do concentrated work in one area of specialization. At the end of the freshman year you will select one of the 18 departmental majors or apply for an individualized major in the area of your particular interest and concern. The major consists of 10-12 courses in the subject selected, including two courses in Independent Study, along with such related work as may be prescribed. Details regarding the departmental majors are found in the section on Courses of Instruction.

The individualized major is designed for those students whose personal or vocational needs cannot best be met through a departmental major. It is not a generalized, unstructured approach to education but an opportunity for certain students to fulfill clearly defined objectives. The same requirements as to number of courses, related work, and Independent Study apply as in the case of departmental majors, but the courses may be drawn from more than one department. Each program is evaluated individually by a faculty committee. An advisor from one of the departments in which course work is to be done is appointed for the student. No restriction in principle is placed upon the individualized major so long as the program proposed is educationally sound and can be fulfilled within the limitations of courses offered in the present curriculum.

With the exception of Independent Study, only courses in which you make a grade of C or above may be counted toward your major.

Community Issues and Values

The Community Issues and Values series, which seeks to involve the entire College community in crucial issues of the day and with the kinds of values with which those issues may be dealt, is an integral part of the academic program and credit is given for attendance at the weekly programs. One unit of credit is assigned for thirty periods of attendance; three units are required for graduation.

Grades and Standing

Grades and quality points are recorded as follows:

A, *Excellent,* 4 quality points per course

B, *Good,* 3 quality points per course

C, *Satisfactory,* 2 quality points per course

D, *Passing,* 1 quality point per course

F, *Failed,* no quality points

WF, *Withdrew Failing,* no quality points (Courses dropped after 4th week of term are given the grade of WF except in cases of illness or emergency.)

The grade point average is computed by dividing the total number of quality points by the number of courses for which the above grades were earned (except that a course which is repeated is counted only once).

The following grades are given in special situations and do not affect the grade point average:

S, *Satisfactory (= C or above)*

U, *Unsatisfactory*
Grades of S or U are given for interim courses. At your option, S or U may be given for Independent Study and for not more than one elective course per year.

I, *Incomplete*
The course was not completed for reasons beyond your control; becomes an F if the work is not carried to completion before the end of the following term.

W, *Withdrew*
Permitted to withdraw from the course in good standing.

A student with a cumulative average below 2.0 (average of C) may be placed on academic probation, restricted in the course load he may carry, or suspended from the College for a minimum of one term, at the discretion of the Committee on Admission and Standing.

As a freshman you must pass at least two courses by the end of the interim term, at least four by the end of the winter term, and at least seven by the end of the spring term to be eligible for reenrollment the following term. Thereafter you must pass at least two courses each term to remain eligible to continue.

Requirements for Graduation

The College will confer the degree of Bachelor of Arts or Bachelor of Music when you have:

(1) completed all requirements, including core courses, major and related work, and three units of Community Issues and Values;

(2) passed a comprehensive examination on your major work; and

(3) achieved a cumulative average of 2.0 on all work undertaken, *or* achieved a grade of C (or S) or above for at least 40 academic courses.

Degrees are formally conferred at the annual Commencement at the close of the spring term, although requirements may be completed at other times during the year.

Comprehensive Examinations

In the final term of the senior year you must pass a comprehensive examination in your major field as one of the requirements for the degree. Appropriate field tests of the Undergraduate Record Examination are included as a part of the comprehensive examination in major fields for which they are available. The purpose of the comprehensive examination is to encourage you to develop retentiveness and to integrate the subject matter of your field.

A quality point equivalent is established for each grade level on this examination and your performance on it becomes a part of your total record. A grade of A earns 4 quality points; B, 2; C, no quality points. A grade of D calls for a deduction of 2 quality points; a grade of F requires a reexamination at a subsequent regularly scheduled examination period. No more than two reexaminations are permitted, and a passing grade must be attained within two years of the first attempt.

Planning a Schedule of Courses

Ordinarily you will plan your entire year's work and register only once during the year, with the privilege of making changes at the beginning of each term. All matters relating to registration are handled in the Registrar's Office. Those who register or make changes after the designated dates are charged an additional fee.

Classes are scheduled in 70-minute periods five days a week, Monday through Friday. Most courses meet three times per week, but the number of sessions varies somewhat according to the requirements of particular courses as determined by the individual departments.

Registration for the interim term takes place in the fall, except for overseas courses for which arrangements must be made further in

advance. Scheduling during the interim term is more flexible than in other terms because you will take only one course and in most cases work more independently than in other courses.

Attendance

You are expected to make your personal contribution to the intellectual, religious, and social experiences of the College community through regular attendance at classes and the Community Issues and Values Program.

You are responsible to the faculty member concerned for your class attendance and participation. Specific requirements for each course will be determined by the instructor and announced to the class at its first meeting each term.

Attendance will be recorded at Community Issues and Values meetings, and credit will be assigned on the basis of attendance.

English Proficiency Examination

One of the marks of an educated person is his ability to communicate effectively in writing; therefore you constantly will be encouraged to develop proficiency in the use of written English. Special laboratory opportunities are available for those who need to correct deficiencies.

A proficiency test in English is given to all sophomores during spring term. For transfer students, and others who are making up a previous failure, the examination will be repeated in the fall term of the junior year. Passing this proficiency examination is required for enrollment in Independent Study, and for graduation. Each student is asked to write a 500-word essay on a topic chosen from a group of topics of current interest. The paper is read by two or more members of the English staff, who consider its organization and structure, its grammatical correctness, and its overall quality. Those whose writing is not satisfactory will be required to do further work in the English laboratory until they have attained an acceptable level of competence.

Dean's List

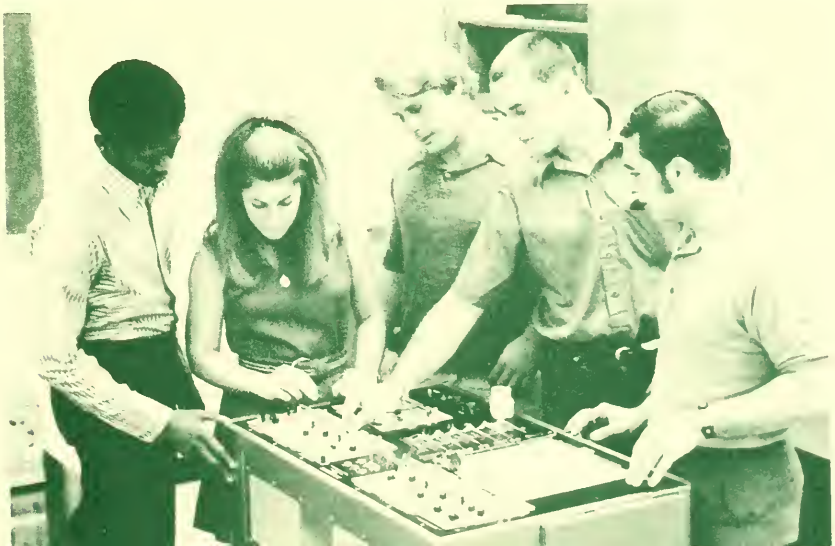
Soon after the end of each ten-week term, the Dean's Office publishes the Dean's List. It contains the names of the students who in that term achieved a standing of 3.25 or above in all work undertaken, with no grade below C.

Graduation Honors

The distinction of *Magna Cum Laude* is conferred upon each graduate who has completed twenty or more courses at Maryville College and has attained for the full college course a standing of 3.8 for all work undertaken. The distinction of *Cum Laude* is conferred upon each graduate who has completed twenty courses or more of work at Maryville College and has attained for the full college course a standing of 3.3 for all work undertaken.

Transcripts of Credit

Upon authorization by the student, an official transcript of the credit earned at Maryville College will be issued by the Registrar to any designated individual or institution. Transcripts will be issued only after all accounts have been satisfactorily settled. No charge is made for the first transcript when issued in the form adopted by the College. For each additional copy a prepayment of $1.00 is required.



COURSES OF INSTRUCTION

The course descriptions on the following pages begin with the interdisciplinary courses, followed by a description of the interim courses, then the course offerings of the individual departments, listed alphabetically. The term "course" at Maryville College is used as a unit of measurement. All courses are equal in credit and are designed to occupy approximately one-third of a student's time during a ten-week term. The interim course, which occupies the student's full time for a four-week term, carries the same credit as one ten-week course. For purposes of comparison with more conventional units, each course may be regarded as the equivalent of 3 or 4 semester hours.

The courses in each discipline are numbered to indicate their level of advancement: "100" courses are of freshman rank; "200" courses are of sophomore rank; "300" courses are of junior-senior rank; "400" courses are open only to seniors. Course numbers written together joined by a hyphen (101-102) indicate continuous

courses, not to be taken in reverse order or one without the other. Course numbers separated by a comma (201, 202) indicate two-term courses with some continuity. They may be taken one without the other or in reverse order, though it is usually more satisfactory to take them in the proper sequence.

INTERDISCIPLINARY COURSES

101. Science Thought
The development of modern concepts of science and their impact on civilization.

102. Science Fundamentals
Those concepts which are the foundation of all science.

Science 101 and 102 are team-taught by the staffs of the Departments of Biology, Chemistry, Mathematics, and Physics. The materials are presented through lecture, discussion, demonstration, and laboratory experience.

201. Fine Arts
A course designed to acquaint students with the various media of artistic expression and to confront them with the nature and meaning of the aesthetic experience.

208. Computer Programming
The operation of a digital computer and programming technique in BASIC and FORTRAN. Mathematical or statistical background desirable.

220. A Survey of Blackness in America
The Black American's experience from slavery to the present, interpreted through the disciplines of history, sociology, psychology, religion, literature, and the arts.

301. Non-Western Studies
A course which takes into account the growing need for a more informed and intelligent understanding of the non-western world. Focus each year on the history, culture, and contemporary problems of one specific area of Asia or Africa. In 1971-72 the focus will be on India.

INTERIM COURSES

A variety of interim courses will be offered each year, the subjects determined by the special interests of the students and faculty members involved. A full description of these courses is contained in the booklet issued annually by the Interim Committee and distributed to all students at the time of registration. Most of these courses involve research, writing, and seminar presentations on campus, but a number of them include travel away from the campus, in this country or abroad. The latter usually involve some additional expense for those electing them.

Interim courses are numbered "100," "200," "300," and "400" to indicate the classification of the student at the time he takes the course. An interim course in psychology taken during the sophomore year, for example, will be designated Psychology 200. At least one interim course must be taken in a field outside the student's major. All senior interims are in the major field; they may be individualized reading programs, seminars

with other seniors in that discipline, independent research in the library or laboratory, field work experiences, or whatever the student and his advisor consider most profitable.

Typical interim projects planned for 1972-73 include the following:

* The World of the Bible Study Tour
* The Bard and the Bolshoi
* The Desert in Winter (Ghost Ranch, N. M. base)
* Working with the Emotionally Disturbed
* Let's Communicate with a Deaf Person

Stonehenge: Decoded or Not?

Comic Books and Communication

Textile Design: Macramé

Design and Concepts in Contemporary Theatre

God: Dead or Alive?

Modern India through the Novelist's Eye

Women in Modern America

The Meaning of China's Revolution

Contemporary American Political Thought

Contemporary Poetry

Censorship, Pro and Con

The Irish Problem

*Includes off-campus or overseas study

ART

ASSISTANT PROFESSOR SWENSON and MRS. BIANCO

The study of art at Maryville must, by its very nature, be a highly personal experience. Courses are offered in basic areas, but the student's development in artistic understanding and expression will depend upon self-discipline and independent effort.

Major in art: 10 courses, including four in art history and four in various studio media. The student's individual needs and interests will determine the specific course requirements. The requirement in foreign languages may be met with any language. All senior art majors are expected to participate in the Senior Art Show. Art majors planning to teach in the public schools will need to schedule as electives the courses required for certification. See the Secondary Education section for the specific courses to be taken.

Art History

215. Ancient and Medieval Art
A study of the painting, sculpture, and architecture of the ancient and medieval periods.

216. Renaissance Art
A study of the pictorial art, sculpture, and architecture of the Renaissance as it occurred in Italy and Northern Europe.

315. 17th and 18th Century Art
The development of art from the 17th century Dutch painters to the beginning of the 19th century. Given alternate years and will be given 1971-72.

316. Contemporary Art
A study of the visual arts beginning in the mid-19th century and continuing to the present. The emphasis will be on the experimentation of the 20th century.

Studio Art

201. Drawing and Composition
Emphasis on basic drawing skills and introduction to the basis of sound design necessary for work in all media. Prerequisite to other studio art courses.

202. Printmaking
An introduction to the printing process of the artist. Working with intaglio, relief and planographic media.

301. Ceramic Sculpture
An introduction to ceramic material and the development of form in three dimensional space.

302. Painting
An introduction to the use of color and the painting media.

303. Advanced Studio
A flexible course designed to allow the student the experience of a second, more intensive term in drawing, painting or ceramic sculpture. This course may be taken for credit in two of these areas.

319. Visual Theory and Art Criticism
A seminar involving creative work and talking about it. Development of critical facility and communication.

351-352. Independent Study in Art
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Art Education

208. Elementary Art Education
This course will provide a background in art and art teaching methods for those preparing to teach in the elementary school. Not to be counted toward a major in art.

308. Secondary Art Education
This course, designed for art majors preparing to teach in public schools, will provide experiences in art activities best suited for high school students. Not to be counted toward a major in art.

BIOLOGY

PROFESSOR SHIELDS and ASSISTANT PROFESSORS FOSTER and RAMGER

Pre-professional major in biology: The sequence and course plan for the major in biology will be determined for the individual student as he prepares his program of study with his major advisor. Requirements in the related fields of mathematics, physics, and chemistry will also be determined on an individual basis. Competence in one foreign language is required.

201. Genetics
A study of the basic concepts of heredity. Gene action as it relates to cell differentiation and evolution of living things.

202. Vertebrata
A study of the evolution, classification, and distribution of the principle vertebrate phyla.

203. Spermatophyta
A study of the evolution and classification of the seed plants. Emphasis on local flora.

204. Monera and Protista
A study of bacteria and related forms. Stress on laboratory techniques.

205. Invertebrata
A study of the classification and distribution of principal invertebrate groups.

206. Cryptograms
A study of Fungi, Algae, Bryophytes and Ferns and their relationship to the environment: ecological and taxonomic.

209. Biology of the Environment
A field-taught course in environmental awareness, presenting the basic ecological principles and biotic patterns. Primarily for majors in elementary education, but may be elected by others. Does not count toward the major in biology.

305. Developmental Biology
A study of the factors of morphogenesis in plants and animals.

310. Field Biology
Any course taught at the Mid-Appalachia Field Biology Teaching and Research Center on Norris Lake.

351-352. Independent Study in Biology
Independent research is the privilege of all majors. Each student designs and carries out a unit of research in an area of his choice and prepares a paper as for publication in a scientific journal.

401. General Physiology
A study of the basic physiological processes in plants and animals.

402. Ecology
A study of ecological principles as they relate to the distribution of plants and animals. The Great Smoky Mountains National Park and the lakes of the Tennessee Valley Authority serve as the laboratory.

403. Cytology (same as Chemistry 403)
A study of the cell as a biochemical unit of structure and function. Emphasis on macronuclear synthesis (DNA, RNA and proteins), cell differentiation and the effect of radiation on the cell.

CHEMISTRY

ASSOCIATE PROFESSORS OGREN and YOUNG

The curriculum in chemistry follows a topical organization rather than the usual pattern of the conventional subject-matter fields such as inorganic, organic, analytical, and physical. The purpose of this topical pattern is to emphasize the nature of theories which help to organize chemical thinking rather than the packaging of information into the separate subject-matter fields. In this manner the curriculum can be more flexibly focused on the relationships which are fundamental to a good understanding of chemical principles. An additional aim of this curricular pattern is to place a continual emphasis on the theory, limitations, and usefulness of analytical techniques as they are used to help answer chemical questions instead of teaching them separately in pure analytical courses. In all courses laboratory work is carried out in an open-ended project fashion so that students have the opportunity to plan their experimental work as well as to perform it.

A program of chemical study in line with the goals outlined above and the courses detailed below will provide excellent preparation for graduate study in chemistry or related fields, as well as serving as a foundation for the teaching of chemistry in high schools or for enrollment in a medical school program (with additional courses in biology).

Major in chemistry: 10 courses, including Chemistry 351-352. Related courses required for the major in chemistry: 6 courses in the fields of physics and mathematics, the courses varying according to the back-

ground and ability of the student. The language requirement will be taken in German or French, with German preferred.

201. Periodicity
A study of atomic theory, nuclear and electronic structure, radioactivity and periodic correlations of chemical and physical properties. Laboratory work includes chemical analysis of different compound types and physical analysis of the nucleus. Identical with Physics 203.

202. Equilibrium
Chemical equilibrium is approached through the concepts of free energy changes and the law of mass action. Major emphasis is placed on the solution of problems in general chemical equilibrium as well as the following areas of ionic equilibria: acid-base, solubility, complex ion and oxidation-reduction. The laboratory work is directed toward the determination of equilibrium constants and volumetric analyses.

203. Chemical Synthesis I
A systematic approach to the methods of chemical synthesis. Two areas are covered: (1) compounds which do not contain carbon, and (2) compounds of carbon and hydrogen. The synthesis of a wide variety of representative compounds is to be accomplished in the laboratory.

301. Chemical Synthesis II
This second course in synthesis involves a functional group approach to the preparation of organic compounds. Laboratory work is directed toward the application of synthetic methods as well as qualitative tests for the identification of functional groups.

302. Spectroscopy and Structure
A study of the effects of electromagnetic radiation on chemical molecules with a view toward the deduction of the structure of the molecule in question. The major classifications of the electromagnetic spectrum included are radio, infrared, visible, ultraviolet, X-ray, and cosmic. Nuclear magnetic resonance, infrared, ultraviolet, and mass spectroscopy are studied as specific applications of these types of energy probes. Laboratory work includes the use of spectroscopic techniques.

303. Mechanisms and Kinetics
A study of chemical kinetics and the way in which it supplies information concerning mechanisms of chemical reactions (i.e., substitution, elimination, addition, etc.). Included are topics of collision theory, transition state theory, general and specific catalysis, isotopic labeling, and stereochemistry. A series of representative examples of mechanistic pathways are studied, using a wide variety of techniques. Kinetic data is gathered on each reaction.

351-352. Independent Study in Chemistry
A two course sequence under the supervision of one of the staff members. The work involves a combination laboratory-library approach to the solution of an original research problem.

401. Chemical Bonding
The topics of quantum theory, molecular orbital theory, valence bond theory, and resonance are presented in a more rigorous treatment than in previous courses, with particular reference to transition and metal complexes and aromatic systems. Laboratory work is to be performed on special techniques and methods of analysis on compounds discussed in the course.

402. Thermodynamics
The laws of thermodynamics are studied in respect to origin and application to exact relationships between energy and properties of chemical systems. Application is made to states of matter, solutions, and various types of phase equilibria. The work in the laboratory involves the study of systems which emphasize the concepts studied in the course.

403. Biochemistry of the Cell
A detailed study of the cell as a biochemical unit of structure and function. Emphasis will be placed on macromolecular synthesis (particularly DNA, RNA, and protein), cell differentiation and the effect of radiation on the cell. Identical with Biology 303.

ECONOMICS

ASSOCIATE PROFESSOR PRICE

The major in economics prepares the student for graduate study and provides a background for professional placement or training in business, law, journalism, government service, the ministry, teaching, and other fields. The courses listed below, plus the work offered in the seminar, the Independent Study program, and the senior interim course, with special programs designed to meet individual needs and interests, should provide for the major student a balanced and integrated introduction to the field of economics.

Major in economics: 10 courses, including Economics 201, 302, 321, 322, 351-352; the remaining courses may be selected from other departmental offerings or Sociology 202. Related courses required for the major in economics: Mathematics 101 or 102 and 209, History 221 or 222, Political Science 201, and Sociology 201. Although calculus is not required, students are encouraged to take at least one course. Those planning graduate study in economics should take additional courses in Mathematics as their schedules permit.

Certificate in Business Program

Recognizing the vocational interest of many students, the Certificate in Business program has been established within the Department of Economics. It is designed to lay a foundation for a career in business or for graduate study in business administration for those who want this specialized preparation within the context of a liberal arts curriculum.

Major in Economics—Certificate in Business program: 10 courses, including Economics 201, 215, 216, 302, 321, 322, 331, 332 and 351-352; the remaining courses may be selected from other departmental offerings or Sociology 202. Related courses required for this major are Mathematics 101 or 102, or Mathematics 209, Interdisciplinary Course 208, and at least two of the following: Political Science 201, Sociology 201, Psychology 321. Although calculus is not required, students are encouraged to take at least one course.

The Certificate in Business program may be enhanced by special interim courses designed to give insight and experience in some area of business, by field work in the business world related to the required Independent Study, and by a seminar-lecture series which will bring to the campus distinguished members of the business community.

201. Principles of Economics
An introduction to the subject of economics, emphasizing the basic concepts and the fundamental logic of economics.

215, 216. Principles of Accounting

301. The Development and Methodology of the Social Sciences
Historical development of the social sciences with a consideration of their present state. Consideration of the methodology used in economics, political science, and sociology. Identical with Political Science 301 and Sociology 301.

302. Organization Theory
An introduction to the theory of formal organization, including a study of classical and contemporary treatment of the subject. Topics to be covered include organization structure, bureaucratization, conflicts of goals, etc. Identical with Political Science 302.

321. Microeconomic Theory
A survey of price theory. Special attention to the analysis of consumer demand, the theory of production, and the demand for factor units: the nature and behavior of cost, price, and output. Prerequisite: Economics 201 and four additional courses, or permission of the instructor.

322. Macroeconomic Theory
A survey of aggregate economic theory including both the classical and Keynesian systems. Analysis of the role of government and the institutional framework under which it operates will be included. Prerequisite: Economics 201 and four additional courses, or permission of the instructor.

331. Government and Business
A study of the economic, legal, and political relations between business and government.

332. Labor
A study of labor emphasizing the development, structure, and functions of labor unions and the role of public policy. Economic factors in wage determination are also considered. Prerequisite: Economics 201.

341. Economic Development
A study of the general factors in economic development, economic problems of the emerging countries, and the dynamics of economic growth in advanced economies.

342. Seminar: Selected Topics in Economics
A seminar course which focuses upon timely topics in national or international economics not covered in other departmental course offerings. Subject matter will vary from year to year. Prerequisite: Economics 201 or permission of the instructor.

351-352. Independent Study in Economics
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in economics. Ordinarily taken in the fall and winter terms of the senior year.

EDUCATION

PROFESSOR HAFNER, ASSOCIATE PROFESSOR SHERER,
ASSISTANT PROFESSORS ANANDAM and FOSTER,
and MR. MILES

Teacher education at Maryville College is an interdepartmental function, the responsibility of the College as a whole and not of the Department of Education alone. The program of preparation for teaching combines liberal arts courses, specialized studies, and professional training.

Students interested in being certified to teach should apply for admission to the teacher education program after completing their first year of college work. Application may be secured in the Department of Education office.

Requirements for teaching certificates vary considerably from state to state. The elementary and secondary teacher education programs at Maryville College are designed to meet certification requirements in Tennessee and most other states, but the completion of the requirements for a degree at Maryville does not automatically qualify a student for a certificate in a particular state. Information about specific state requirements may be obtained in the Department of Education office. Applications for certificates should be filed with the Registrar, who is the certifying officer of the College.

Elementary Education

Major in elementary education: Education 208, 211, 321, 322, 323, 331, 351-352. Related courses required for the major in elementary education: Art 208, Biology 209, English 208, Mathematics 206-207, Music 306, Physical Education 331, Psychology 201, 211, Sociology 303. Additional requirement: *Weekly seminar*— In the senior year, students participate in a weekly seminar during each of the 10-week terms in addition to their regular course work.

Secondary Education

Professional requirements: Education 208, 211, 301, 303, 332, Psychology 201. The student should major in the subject he wishes to teach. Maryville College offers the following teaching fields: art, Bible, biology, chemistry, English, French, German, health and physical education, history, mathematics, music, physics, political science, sociology, Spanish, and speech.

There are special requirements for certification in art, music, and health and physical education for grades 1-12. Information may be obtained from the departments concerned.

Student Teaching

One term of the senior year is devoted to student teaching in one of the area elementary or secondary schools under the direction of the classroom teacher and the College supervisor of student teaching (and in the case of secondary teachers a supervisor from the teaching field). A minimum of 300 hours is spent in observing, assisting, and teaching, and in individual and group conferences. Associated with student teaching is a required program known as the "September Experience," in which the student visits an elementary or secondary school for five days at the beginning of the school year.

Formal application for student teaching must be made by May 1 of the junior year. There is a $30 supervisory fee for student teaching.

General Education Courses

208. Foundations of Education
Historic and philosophic foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with History 208.

211. Educational Psychology
Consideration of the principles of learning and cognitive theories and their application in the classroom. Implementation and evaluation of strategies for creating a desirable learning environment. Consideration of educational testing and measurement, and the interpretation of educational and psychological data.

Elementary Education

321. Curriculum and Social Studies in Elementary Education
A study of curriculum development reflecting societal changes, knowledge of research, learning, and child development. Concentration on educational objectives, instructional procedures and materials, and methods of evaluation. Resource and teaching units developed and used in an elementary classroom.

322. Science, Health, and Mathematics in Elementary Education
A study of planning developmental learning experiences to promote growth in knowledge, interest, and appreciation of the broad areas of the physical and biological environment. A study of specific understandings and skills needed to provide instruction in current elementary mathematics in grades 1-9. Course oriented toward instructional experiences which foster discovery of mathematical concepts and provide differentiation of instruction. Weekly observation and participation in public school classrooms. Prerequisite: Education 321.

323. Reading and the Language Arts in Elementary Education
A study of comparative approaches to language arts instruction which are skill-oriented and goal-directed. Emphasis on differentiation instruction to enrich and extend language experiences in grades 1-9. Weekly observation and participation in public school classrooms. A non-credit correspondence course in manuscript handwriting must be completed by the end of the course. Prerequisite: Education 321, 322.

331. Student Teaching in the Elementary School
Teaching experience in an elementary school classroom. Prerequisites: Education 211, 321, 322, 323 and completion of correspondence course in both manuscript and cursive handwriting.

351-352. Independent Study in Elementary Education
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in elementary education.

Secondary Education

301. Principles of Secondary Education
Principles of teaching in the secondary school with particular emphasis on curriculum, guidance, and the teacher's role in the community. Observations in secondary school classrooms.

303. Methods in Secondary Education
The techniques of high school teaching, including methods, materials, guidance, classroom management. Demonstration and use of educational media. Ordinarily taken concurrently with Education 332.

332. Student Teaching in the Secondary School
Teaching experience in a secondary school classroom. Prerequisites: Education 211, 301.

ENGLISH

PROFESSORS BLAIR and JACKSON, ASSOCIATE PROFESSOR BUSHING, ASSISTANT PROFESSORS, BECK, CATE and FOWLER

Major in English: 10 courses above 121-122 and 105, including 311 and 351-352. Students who plan to teach English in high school are advised to take American Literature. Required related courses: History 211, 212. Recommended related course: Philosophy 201 or 202. The requirement in foreign languages will be met preferably with French or German, especially for students planning to go to graduate school.

In addition to its regular course work the department maintains an English laboratory which affords special assistance to students who need it. This laboratory offers service to students of all classifications who desire help with organization or mechanics to improve their writing ability and gives tutorial or small-group instruction to students who are referred to the laboratory by any instructor because of deficiencies in their use of written English. The laboratory operates in all three 10-week terms.

104. Fundamentals of English Usage
Emphasis on the essentials of English. Prerequisite to English 105 for students who demonstrate by the freshman entrance test that they need further preparation for the demands of college-level courses.

105. Composition, Research, and Twentieth Century Readings
Instruction in organization, research method, and composition; readings in contemporary literature. Required of all freshmen in the fall term except as noted under "Core Curriculum."

121-122. Western World Literature
A two-term course designed to afford opportunity to write about and discuss some of the world's literary masterpieces in English translation and a selection of outstanding English and American literary works. To be taken concurrently with History 121-122. Prerequisite: English 105 or equivalent.

208. Children's Literature
A course designed to acquaint students with literature for children, its authors and illustrators. Attention to criteria for selecting books, stories, and poems to meet basic and individual needs of children. Not to be counted toward the major in English.

221. American Literature to 1900
A brief survey of the Colonial Period, followed by attention to such authors as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, and James.

311. Introduction to the Study of Language
The history and growth of the English language. The general processes of semantics with some attention to grammar and modern linguistic study.

331. English Literature of the Middle English Period
Emphasis on Chaucer.

332. English Literature of the Elizabethan Period
Emphasis on Shakespeare.

333. English Literature of the Seventeenth Century
The prose and poetry of the seventeenth century to Dryden; emphasis on Milton.

334. English Literature of the Eighteenth Century
Special attention to the writing and influence of Dryden, Pope, Swift, Johnson and Boswell.

335. The Romantic Period in English Literature
Emphasis on the major Romantics.

336. English Literature of the Victorian Period
The literature of the Victorian Age against the backdrop of social, scientific, and philosophic developments of the nineteenth century: Carlyle, Tennyson, Browning, Ruskin, Arnold, and others.

341. Seminar: Literary Genres
Drama (341a) and the Novel (341c) to about 1900 and Literary Criticism (341b), in rotation.

342. Seminar: Twentieth Century Literature, British and American.
Drama (342a), the Novel (342b), and Poetry (342c), in rotation.

351-352. Independent Study in English
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in English. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

FOREIGN LANGUAGES

PROFESSORS COLLINS and STINE, ASSOCIATE PROFESSOR CARTLIDGE, ASSISTANT PROFESSORS MARTIN and RODRIGUEZ, and MRS. HANSON

The study of foreign languages offers an enriching experience in new means of communication and thought and in cultural patterns different from our own. At the same time it involves the acquisition of specific language skills more and more useful in a closely interrelated world.

Major in foreign languages: 10 courses above 101-102 in one language (French, German, or Spanish), or 8 courses above 101-102 in one language and 4 courses in a second language. All majors are encouraged to study abroad for a semester or longer; courses taken in a foreign institution will be credited toward the degree from Maryville.

The audio-lingual approach is used in the elementary and intermediate modern foreign language courses; the 48-position language laboratory offers the opportunity for listening and speaking practice. Advanced courses are conducted in the foreign language.

French

101-102. Elementary French
Basic speech patterns and grammatical structure.

201-202. Intermediate French
Expansion of reading skills.

301. Conversation

302. Advanced French Grammar

311, 312. Survey of French Literature
The principal works of French literature from the Middle Ages to the present.

321. The Classical Period

322. Eighteenth Century French Literature

323. Nineteenth Century French Literature

331. Contemporary French Drama

332. Contemporary French Novel

351-352. Independent Study in French
Individual study under the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

German

101-102. Elementary German
Basic speech patterns and grammatical structure.

201-202. Intermediate German
Expansion of reading skills.

301. Conversation

320. Introduction to German Literature

321. German Classical Period

322. German Romanticism

323. Nineteenth Century

331. Modern German Prose

332. Modern German Drama

351-352. Independent Study in German
Individual study under the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Greek

101-102. Elementary Greek
Vocabulary, inflection, syntax; practice in reading and writing Greek.

201, 202. Reading and Interpreting the Greek New Testament
The characteristics of koine Greek. Translation and interpretation of selected portions of the Greek New Testament. Elements of textual criticism. Syntactical and lexical studies.

Spanish

101-102. Elementary Spanish
Basic speech patterns and grammatical structure.

201-202. Intermediate Spanish
Expansion of reading skills.

301. Conversation

302. Advanced Spanish Grammar

311, 312. Survey of Spanish Literature
Spanish literature from **Poema del Cid** to the present.

321. Cervantes
Don Quixote and other works.

322. Classical Drama
Dramatists of the Golden Age.

331. Contemporary Spanish Drama

332. Contemporary Spanish Novel

351-352. Independent Study in Spanish
Individual study under the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

HEALTH AND PHYSICAL EDUCATION

ASSOCIATE PROFESSORS BOROVIAK, BAIRD, and LARGEN;
ASSISTANT PROFESSORS KARDATZKE and HASTY

The service or required physical education program is designed to develop knowledge, appreciation, and skills in physical activities related to lifetime sports. It is expected that through this educational experience each student will develop habits of physical activity that will continue throughout his lifetime.

Requirements

All students are required to complete two years (6 terms) of physical education. The program is structured to permit each student the opportunity to select courses in his area of interests in four (4) of the six (6) term requirement. The two required courses, Fundamentals of Physical Education and Elementary Swimming, are designed for the student's personal welfare and safety.

I. *Fundamentals of Physical Education* (Required)
This course is required by all students and should be taken sometime during the freshman year. The course is structured in an effort to develop knowledge of the basic areas of weight control and diet, sound body mechanics, basic anatomy-physiology, and the sociological aspects of sport.

II. *Aquatics* (Required)
Demonstration of elementary and survival swimming skill is required by all students. A screening test will be given to all freshmen during orientation week.

III. *Team Sports*
Each student must take one team sport with a maximum of two being permitted.

IV. *Lifetime and Individual Sports*
A student may take both elementary and intermediate courses in a specific activity (2 credits). However, either the elementary course must be satisfactorily passed or permission of the instructor obtained before the intermediate course may be taken.

Varsity Athletics

Students participating in an intercollegiate sport may substitute that for the team sports requirement. Two substitutions constitute the maximum. Credit will be given only once for a specific sport.

Medical Examination

Proof of a recent medical examination must be presented as the student enters the college. Students should take the initiative to bring forth any physical disabilities to the departmental chairman or his class instructor.

Course Offerings

All courses are taught coeducationally except where stipulated otherwise.

Basic Physical Education

100 Fundamentals for Men
103 Fundamentals for Women

Aquatics

106 Elementary Swimming
107 Intermediate Swimming
108 Advanced Swimming
109 ARC Senior Life Saving
110 Water Safety Instructor

Dance

116 Folk Dance
118 Modern Dance
121 Social Dance

Team Sports

126 Basketball for Women
128 Field Hockey for Women
129 Soccer for Men
130 Soccer for Women
131 Softball for Men
132 Softball for Women
133 Volleyball (coed)

Lifetime and Individual Sports

141 Archery
144 Badminton - Elementary
145 Badminton - Intermediate
*147 Bowling - Elementary
*148 Bowling - Intermediate
150 Fencing
153 Golf - Elementary
*154 Golf - Intermediate
156 Gymnastics
160 Handball - Elementary (men only)
161 Handball - Intermediate (men only)
163 Raquetball - Elementary
164 Raquetball - Intermediate
166 Tennis - Elementary
167 Tennis - Intermediate
169 Tumbling
170 Weight Training

**Additional fee required*

***All courses are not offered every year, but rather on an alternating yearly calendar which is predetermined by student requests and teacher loads.*

Professional Program

The department offers a major in Health and Physical Education. Ten courses are required above the 100-level, including 351-352 and Psychology 201. The core requirement in foreign language may be taken in any language. Students who plan to teach Health and Physical Education should take those courses required for teacher certification.

101. Living
A course designed for the individual to understand himself and the health issues facing him such as drugs, alcohol, sex, and environmental health problems.

102. Foundations in Health, Physical Education, and Recreation
This course is designed to afford both a comprehensive survey for the general student and a foundation for the major in this area. It gives attention to the basic philosophical, historical, biological, sociological, and political foundations of the areas of health, physical education, and recreation.

211. Safety Education and First Aid
A course designed to promote safety consciousness and to give a practical working knowledge of safety procedures and Red Cross first aid technique.

219. Human Anatomy and Physiology
Fundamentals of human anatomy and physiology with required laboratory experience. Prerequisite: Science 101 and 102.

221. Kinesiology
A mechanical and kinesiological analysis of human motion with special emphasis on joint and muscle function and factors influencing movement. Prerequisite: HPE 219.

311. School and Community Health (oriented toward teacher education)
The basic principles of health, disease, nutrition, and sanitation as they relate to the school and the community. Attention is given to the development of the school and community program.

331. Leadership in Activities: Elementary School
Attention to developing curriculum and leadership in elementary physical education activities.

332. Leadership in Activities: Secondary School
Attention to developing curriculum and leadership in team and individual sports, gymnastics, and dance at the secondary level.

333. Athletic Coaching
Analysis and study of the coaching profession: Philosophy, psychology, policy making, program planning, and other related areas.

334. Philosophy, Organization, Administration, Supervision.
A consideration of these areas as they apply specifically to Health, and Physical Education programs.

341. Seminar: Measurement and Evaluation in Health and Physical Education.
Study directed towards development and interpretation of research in the profession.

345. Physiology of Exercise
A study into the functions of the body in muscular work; physiological aspects of fatigue, training, and physical fitness. Prerequisite: HPE 221, 341 and junior standing.

351-352. Independent Study in Health and Physical Education
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Intramural Athletics

Extensive intramural athletic programs are conducted for men and women. Men's activities include flag football, soccer, basketball, volleyball, softball, golf, tennis, swimming, wrestling, track, horseshoes, badminton, and ping-pong. The women's intramural program is based on a point system of awards through tournament participation in team and individual sports, hiking, swimming, and bicycling. All students are encouraged to participate in the intramural programs.

Intercollegiate Athletics

The College is represented by intercollegiate teams in football, basketball, baseball, wrestling, tennis, and track. Control of intercollegiate athletics is vested in the same body within the College which shares in the control of the total academic life. As a member of the National Collegiate Athletic Association, the College is guided in its intercollegiate program by the standards and eligibility regulations of the Association.

HISTORY

PROFESSOR WALKER, ASSOCIATE PROFESSORS LEWIS and PARKER, ASSISTANT PROFESSOR KRATZ

History is a humanistic discipline. The study of history aids the student in achieving a sense of perspective and in gaining a view of man in his complexity. It offers a release from presentism through exposure to other epochs and other cultures. The major program in history at Maryville College provides a basis for graduate study or for secondary school teaching, as well as serving as a valid preparatory major for law, the ministry, journalism, library or public service.

Major in history: 10 courses above 121-122, including 211, 212, 221, 222, 310 or 313, 321, 332, 351-352. Related courses required for the major in history: 3 courses to be chosen from Economics 201, English 221, Philosophy 201, 202. Political Science 201, Sociology 201. French or German is recommended to fulfill the language requirement, although another language will be accepted.

121. History of Western Civilization
A survey of institutions, science, thought, and culture of Western civilization to 1648. To be taken concurrently with English 121.

122. History of Western Civilization
A survey of institutions, science, thought, and culture of Western civilization from 1648 to the present. To be taken concurrently with English 122.

208. Foundations of Education
Historical and philosophic social foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with Education 208. Not to be counted toward a major in history.

211, 212. English History
Political, economic, social, and cultural development of British civilization from the beginning to 1945.

221. History of the United States to 1865
Emphasis on the colonial experience, struggle for independence, federal period, trans-continental experience, and the North-South struggle.

222. History of the United States Since 1865
Emphasis on industrialism and its consequences and the emergence of the United States as a world power.

310. Seminar. Ancient History (Greek or Roman)
Concentration 1972-73, Roman History. Search for order in the Hellenistic Age.

313. Medieval European History
Search for Community: European genesis in the decaying Roman Empire. Attempts at socioeconomic syntheses under the auspices of the Church, Empire, Feudal Institutions and Nation State.

321. The European World in Recent Times
A study of the diplomatic, economic, cultural, and ideological events and trends of Europe in world affairs since the end of the Franco-Prussian War.

331. American History Seminar
An advanced course for which the subject matter will change from year to year, Topic for 1972-73; History of the South.

332. Early Modern European Seminar
An advanced course for which the subject matter will change from year to year, alternating between the Renaissance-Reformation and the Enlightenment-Age of Revolution periods.

333. Seminar. Areas of Current Concern in Historical Perspective
A course whose content will vary from year to year, focusing on world problem areas in historical perspective. Focus 1972-73, Black America in Historical Perspective (Not one of the 10-course major sequence).

351-352. Independent Study in History
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.

MATHEMATICS AND PHYSICS

ASSOCIATE PROFESSOR LOVE; ASSISTANT PROFESSORS DENT, FERRELL, and NICHOLS

Major in mathematics: Mathematics 103, 201, 203, 301, 302, 303, 351-352, 401, 402. Related courses required for the major in mathematics: Physics 201, 202. The requirement in foreign language may be met with any modern language, but Russian, German, or French is preferred.

Major in physics: Physics 201, 202, 203, 301, 302, 303, 311, 312, 351-352. Related courses required for the major in physics: Mathematics 201, 202, 203, 302; Chemistry 402. The requirement in foreign language may be met with Russian, German, or French. The physics major is designed to give the student a good background in classical physics as preparation for graduate study and for work in such fields as space technology and antipollution technology. Any freshman who thinks he will major in physics should take mathematics Fall term of his freshman year.

Mathematics

101. Introduction to Mathematical Analysis
Algebra, functions, set theory, trigonometry, and analytic geometry. Not required as a prerequisite for Mathematics 102 if the student has three units of mathematics including trigonometry, a superior high school record, and a high score on the mathematics placement examination.

102. Calculus I
Limits, the derivative and its applications, integration. Prerequisite: Mathematics 101 or permission of the department.

103. Calculus II
Integration, the definite integral and its applications, transcendental functions, techniques of integration. Prerequisite: Mathematics 102.

201. Calculus III
Solid analytic geometry, vectors, infinite series, partial differentiation, and multiple integration. Prerequisite: Mathematics 103.

203. Differential Equations
Differential equations of the first order and first degree, equations of higher order, existence of solutions, solutions by series methods, numerical approximation of solutions. Prerequisite: Mathematics 201.

206. Modern Elementary Mathematics I
Structure of the number system, algebra, geometry. Material designed to meet the needs of students in elementary education.

207. Modern Elementary Mathematics II
Continuation of Mathematics 206. Prerequisite: Mathematics 206.

208. Introduction to Finite Mathematics
Sets, Probability, vectors, matrices, convex sets, and linear programming. Prerequisite: Mathematics 101 or permission of department.

209. Statistics
Frequency distributions, measures of location and variation, and normal distribution with applications to Biology, Psychology, and the Social Sciences. Prerequisite: Mathematics 208.

301. Linear Algebra
Linear equations, vector spaces, linear transformations, determinants and matrices.

302. Modern Algebra
Introduction to abstract algebra, groups, rings, integral domains, fields.

303. Selected Topics in Mathematics
A junior-senior level course for which the subject matter will change from year to year. Topics will be chosen from geometry, probability and statistics, theory of numbers, topology, and numerical analysis.

351-352. Independent Study in Mathematics
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Topics are usually chosen from the following fields: Number Theory, Partial Differential Equations, Complex Variables, Topology, Probability and Statistics, Geometry, or other topics approved by the department.

401. Real Analysis I
Theory of limits, continuity, differentiation, integration, sequences and series. Prerequisite: Mathematics 201.

402. Complex Analysis
Complex numbers, limits, continuity, analytic functions, power series. Prerequisite: Mathematics 401.

Physics

201. Physics of Motion and Heat
A study of Newton's laws of motion, laws of conservation of energy and momentum, physical properties of matter, and heat. Laboratory exercise to demonstrate the principles being studied. Prerequisite: Mathematics 103.

202. Physics II
A study of oscillations, sound, light, geometric optics, electricity, magnetism, and DC and AC circuits. Laboratory exercise to demonstrate principles being studied. Prerequisite: Mathematics 103.

203. Physics of the Atom
A study of atomic theory, nuclear and electronic structure, radioactivity and periodic correlations of chemical and physical properties. Laboratory work includes chemical analysis of different compound types and physical analysis of the nucleus. This course same as Chemistry 201.

301. Theoretical Mechanics I
A study of particles and rigid body dynamics, free and forced oscillation, and central force fields. Prerequisite: Physics 203 and Mathematics 202.

302. Theoretical Mechanics II
Continuation of the study of classical Newtonian mechanics and introduction of the concepts of Lagrange and Hamilton. Prerequisite: Physics 301.

303. Mathematical Concepts in Physics
This course will vary with the needs of students, but will include discussion of partial differential equations, complex variables, linear algebra, and tensor analysis. Prerequisite: Mathematics 202.

311. Electromagnetics I
A comprehensive study of electrostatics and magnetostatics, including Gauss' Law and Ampere's Circuital Law. Simultaneous laboratory experiments are devoted to electrical measurements. Prerequisite: Physics 203 and Mathematics 203.

312. Electromagnetics II
Maxwell's equations are used as a basis for study of electromagnetic radiation from moving charges. Physical optics is naturally developed from radiation theory. Simultaneous laboratory experiments are devoted to electronics. Prerequisite: Physics 311.

313. Modern Physics
X-rays, alpha, beta, and gamma radiation and other elementary particles; nuclear structures and forces. Crystalline structure and the theory of solids. Prerequisite: Physics 203 and either Physics 303 or Mathematics 203.

351-352. Independent Study in Physics
Independent research required of all majors. Each student is expected to design and carry out a unit of research in an area of his choice and to record the results in a paper prepared as for publication in a scientific journal.

MEDICAL TECHNOLOGY

WILLIAM E. ELLIOTT, M.D., Associate Pathologist and Director of School of Medical Technology, Blount Memorial Hospital, ELGIN P. KINTNER, M.D., Pathologist, DEANE BROWN, B.A., M.T. (ASCP), Teaching Supervisor

The major in medical technology is offered through a cooperative arrangement with the School of Medical Technology of the Blount Memorial Hospital, which adjoins the college campus. This school is fully accredited by the American Medical Association. All of the work in medical technology, including Independent Study, is given at the Hospital.

The four-year course leads to the Bachelor of Arts degree and registration as a medical technologist. Students in this program will take a comprehensive examination administered by the School of Medical Technology.

The work of the first three years of the course is taken entirely at the College. The four year, including a summer of full-time work, is taken at Blount Memorial Hospital. Upon satisfactory completion of the course in medical technology, Independent Study and the comprehensive examination the student is granted the Bachelor of Arts degree by the college.

Each student who selects this major should apply to the Director of the School of Medical Technology for entry to the School at the beginning of the freshman year and in no case later than the beginning of the junior year. At the time of application arrangement will be made for the student to take the aptitude test in the field of medical technology administered by the Department of Employment Security of the State of Tennessee. The capacity of the School, however, is limited; applicants are accepted on the basis of scholarship and overall fitness for the profession. Students who anticipate attending another school of medical technology are advised to take either a biology or a chemistry major and to consult the director of the school to be attended as to specific admission requirements. In this case, however, the student would not receive the Bachelor of Arts degree after completion of the medical technology course.

Major in medical technology: Courses in medical technology, including Independent Study, amounting to a total of 10 college courses.

Related courses required for the major in medical technology: Biology 201, 204, 302, 305; Chemistry 201, 202, 203, 302; Mathematics 101. Substitutions for these courses may be permitted on recommendation of the Director of the School of Medical Technology. The core requirement in foreign language will be taken in French or German.

MUSIC

PROFESSORS BLOY and HARTER; ASSOCIATE PROFESSORS KINSINGER and S. SCHOEN; ASSISTANT PROFESSORS BONHAM, KULL, V. SCHOEN, and STALLINGS

The curriculum in music follows the requirements of the National Association of Schools of Music, of which the College is an institutional member.

Major in music (Bachelor of Music and Bachelor of Arts degrees): Music 201-204, 311-314, 351-352. A piano proficiency test must be satisfactorily completed before one enters Music 351. Music majors must elect one area of concentration and complete satisfactorily its requirements for graduation in addition to the required general core courses (Bachelor of Arts only) and music major courses. Music majors are expected to participate in a music organization related to their performing media.

Bachelor of Music degree students major in either Music Education or Applied Music, including organ, piano, voice, a string, brass, or woodwind instrument. Junior (half) and senior (full) recitals are required of Applied Music majors; a junior (half) recital is required of Music Education majors. Music course requirements are completed with from nine to twelve courses in Performance Studies, which include applied lessons, ear training, orchestration, conducting, literature, and pedagogy. At least ten courses outside the field of music are required: English 105; Non-Western Studies 301; Fine Arts 201 (or one course in Art or Speech-Theatre 210, 211, 212 or 311); Philosophy 101; Religion 201, 221, or 224; one course each in English Literature, History or Social Science, and Science or Mathematics; and two or three courses outside the field of music. Four additional courses are elected by the student. Music Education majors must elect those courses in the field of Education to meet teacher certification.

Bachelor of Arts degree music majors choose an area of concentration from Music Theory and Literature, Music Education, or Applied Music. Private and/or class applied music is taken each term as prescribed by the music faculty. Two of the following related courses are recommended: one course in Speech-Theatre, one course in Art, Psychology 201, and Education 211. The core requirement in foreign language may be met with any modern language.

201. Basic Structures of Music and Elementary Counterpoint
The aural and visual comprehension of musical elements and their application. Fundamentals, basic melody, decorative pitches, developmental processes in melody writing, voices in combination, and chord structure. No Prerequisite.

202. Intermediate Part-Writing
Continuation of Music 201. Four-voice homophonic texture, functional chords and the dominant seventh, inversions, two- and three-part form, secondary dominants, and modulation.

203. Advanced Counterpoint
Continuation of Music 202. Nondominant sevenths, embellishing diminished chords, Neapolitan and augmented sixth chords, variation forms, and fugue.

204. Advanced Harmony
Continuation of Music 203. Sonata-allegro form; ninth, eleventh, and thirteenth chords; foreign modulation; twentieth-century melody, harmony, and tonality.

306. Elementary School Music for Elementary Education Majors
A course in music for classroom teachers based on participation in singing, listening, rhythmic, instrumental, and creative activities. No Prerequisite.

307. Methods and Materials in Music, Grades 1-12
A study of methods and materials for general vocal and instrumental music classes. Prerequisite: Education 211.

311. Music History and Styles: Antiquity Through the 16th Century
A study of Western music and musicians in historical sequence, with emphasis on musical trends and styles; bibliography, independent research, and analysis. No Prerequisite.

312. Music History and Styles: 17th and 18th Centuries
Continuation of Music 311.

313. Music History and Styles: 19th Century
Continuation of Music 312.

314. Music History and Styles: 20th Century
Continuation of Music 313.

315. Seminar in Music
A course in which the subject matter will vary from year to year, to be chosen from topics not dealt with in departmental course offerings. No Prerequisite.

351-352. Independent Study in Music
Individual study, with the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Applied Music

A student may take either one half-hour lesson per week or two half-hour lessons per week, which, at the discretion of the teacher, may be given in a one-hour lesson. Registration in the fall includes the ten-week term plus the four-week interim. The second registration covers the winter and spring terms. Registration for a single ten-week term is permitted by approval of the music faculty. Registration for applied music is permitted only upon completion of a satisfactory audition.

Class instruction is in group lessons meeting two hours per week. Registration for class instruction may be made for each ten-week term offered. There will be no class instruction during the four-week interim.

Auditions for placement in applied music (private or class) must be taken at the time of entrance for new students, and at pre-registration for others.

Applied Music majors in the Bachelor of Music degree program enroll for a minimum of two half-hour lessons or one one-hour lesson per week throughout their college careers. Music Education majors take a minimum of one half-hour lesson and one class applied study per term.

Music majors in the Bachelor of Arts degree program will be permitted to take either one private study (one private study may include two lessons per week in one area or one lesson per week in two areas) or one class study as first year students. Second year students may take one private and one class study. Third and fourth year students will be limited only by their ability and academic standing.

Students majoring in other fields may elect to study applied music in addition to the normal three-course load and upon meeting audition requirements before registering.

Private Applied Music

One or two lessons weekly throughout the school year.

a. For *music majors* with concentration in any chosen applied area, the requirement is three to four years of study emphasizing the establishment of a good technique and the learning of a repertoire with a balanced representation of all types of literature for any applied area. Performance on student recitals and jury examinations are required.

b. For all other students who elect private study in any chosen applied area, the requirement is the development of a basic technique and a serviceable ability to express oneself musically through the chosen applied area. Performance in repertoire class each term and jury examinations are required.

Areas of Private Applied Study

Composition

Development of basic techniques in the structure and craft of musical composition. Writing in all forms according to the individual abilities. Music 202 prerequisite.

Harpsichord

Manual techniques and principles of registration. Study of ornamentation, phrasing, and various tonal attacks. Repertoire to include recitative and aria accompaniment style in such works as Handel's *Messiah* and other works as specified by the instructor.

Organ

Manual and pedal techniques, fundamental principles of registration. Proficiency in contrapuntal technic, accompanying of hymns, anthems and chants, general service playing. A minimum standard repertoire specified by the instructor, covering representative styles.

Piano

Etudes chosen from Czerny School of Velocity, Op. 299, selected Chopin Etudes, Op. 10 and 25, and other similar works. Proficiency in all major and minor scales, arpeggios, pedaling practices, tone production and phrasing, and a minimum standard repertoire specified by the instructor, covering representative styles.

String Instruments (Violin, Viola, Cello)

Selected studies adapted to the individual needs of the student. A minimum standard repertoire for solo and orchestral media covering representative styles, specified by the instructor.

Voice

Development and control of the mechanism, tone building, controlled breathing, and the physical activity of singing. A minimum standard repertoire specified by the instructor, covering representative styles.

Wind Instruments (Brasses, Woodwinds)

Basic fundamentals and techniques in study methods for the particular instrument. A minimum standard repertoire in solo and orchestral media, covering representative styles, specified by the instructor.

There may be, under special circumstances, instances when it is advantageous for a student to take private advanced lessons with off-campus instructors, and this may be done after consultation with and approval of the chairman of the department. Arrangements for such lessons, payment of fees, and any necessary transportation must be the responsibility of the student.

Class Applied Music

Class applied lessons in the following groups provide beginning instruction and methods for public school teaching: Brasses, Percussion, Strings, Voice, and Woodwinds.

Class applied lessons in piano provide fundamentals of musicianship and basic keyboard skill.

Course Recognition for Applied Music

For Applied Music and Music Education majors in the Bachelor of Music degree, course recognition is given each term for two private lessons per week, or one private lesson per week plus one class applied area. Performance Studies classes are an integral part of the applied study.

For Music majors in the Bachelor of Arts degree, course recognition for both class and private applied music study, beginning at a specified level of proficiency, is given as follows:

a. Two lessons per week for a full year in a given private applied music area is equivalent to one course.

b. One lesson per week in a given private applied music area plus one class applied music area for a full year is equivalent to one course. No more than one course is recognized for each year at the sophomore and junior level; no more than two courses are recognized in the senior year.

Students not majoring in music may take applied music as electives toward graduation requirements in the following manner:

a. One course recognition will be given per year for either one half-hour lesson per week in each of two performing areas, or two half-hour lessons per week in one performing area.

b. One course recognition will be given at the end of two years for continuous study of one half-hour lesson per week. The performing area may be divided with a minimum of one year's continuous study in each of two media. Course recognition for study begins when college level has been achieved. This excludes beginners. Freshmen may receive course recognition in the same manner as upperclassmen.

PHILOSOPHY AND RELIGION

PROFESSORS STINE and SWENSON,
ASSOCIATE PROFESSOR CARTLIDGE, and MR. STEWART

At Maryville College philosophy is regarded not as a specific discipline with a specific subject matter, but as a study that permeates all areas of intellectual concern. Its distinctive task is thus seen to be analysis of and reflection upon the methodologies, basic concepts, and value systems inherent in the sciences and the arts. It presupposes a familiarity with these other disciplines. Since good philosophical work depends upon a thorough grounding in at least one other area of human endeavor, students interested in philosophy should major in one of the humanities or sciences with a strong elective course of study in philosophy.

The study of religion, while related to many disciplines in the liberal arts, has an integrity of its own. Religion is both ecumenical and transcultural. It has produced a large body of world literature and has profoundly influenced world-man within the ebb and flow of his whole history.

The major in religion is both broad and deep. For perspective it views the religious phenomena of world-man. At the same time, it focuses on the deep roots of the Christian tradition recorded in the literature of the Bible and in the history of Christian thought, and it faces the hard issues of the contemporary world. Such study provides one avenue through which twentieth century man, educated within the context of the liberal arts, may achieve that kind of freedom which is characterized by mature Christian thought and by sensitive Christian action.

Major in religion: 10 courses beyond the core requirements in philosophy and religion, including 4 elective courses in religion, 4 seminar courses, and 351-352. Related courses required for the major in religion: Philosophy 201 or 202 and one other course in philosophy. The core requirement in foreign language may be taken in any language, but students looking forward to graduate work should study either French or German. Those who plan to pursue theological studies should take Greek as a second language.

Philosophy

101. Man's Search for Meaning
An introduction to the basic human questions about the meaning of life in both its ancient and modern settings, and the search for possible answers to that question through an investigation of such documents and thinkers as the Gilgamesh Epic, Genesis, Job, John, Plato, Pascal, Marx, Freud, Sartre, Camus, and Tillich.

201. History of Philosophy: Greek and Medieval
A study of the history and development of philosophy in Western culture.

202. History of Philosophy: The Renaissance to About 1850
A continuation of the study of the history and development of philosophy in Western culture.

211. Logic
A study of the principles of deductive and inductive reasoning, and of their application. Special attention to the meaning and tests of truth and to the structure of our thinking.

221. American Thought
A study of the history and development of philosophic ideas in America, including religious and social thinking in the seventeenth and eighteenth centuries.

301. History of Philosophy: 1850 to the Present
A seminar course with extensive directed reading, discussion, and a seminar paper. Students have an opportunity to relate their study to their respective fields.

321. Seminar in Philosophy
An advanced study of selected problems in esthetics, ethics and value theory, epistemology, metaphysics, etc. Study of solutions offered to these problems by various schools of thought. Extensive reading, discussion, and a seminar paper. Students have an opportunity to relate their study to their respective major fields.

322. Seminar in Philosophy.
An advanced course in which the subject matter will vary from year to year, the topics to be chosen from the philosophy of culture (322a), the philosophy of history (322b), and the philosophy of science (322c).

350. Indvidual Study in Philosophy
A special reading program with the guidance of a faculty supervisor subject to the approval of the student's major advisor.

Religion

201. Basic New Testament Beliefs
Introduction to the New Testament through a study of its message as it was applied to crucial religious and historical situations in the first century church.

205. Patterns of Christian Faith.
An investigation of the varieties of belief and action that have developed in the history of Christian thought. Readings will consist of representative selections from major Christian thinkers, historical and contemporary.

221. Old Testament History
Introduction to the Old Testament. Study of selected Old Testament books with special emphasis on the history of Israel from the Exodus to the Persian period and on the theological interpretation of that history.

224. Studies in the Gospels
An intensive study of the Synoptic Gospels with special emphasis on Luke and his view of Christ. The problem of the historical Jesus. Attention to the teachings of Jesus.

310. Seminar in the Phenomenology of Religion
The concern in this course will be an understanding of religious phenomena *qua* religious rather than from some external viewpoint. Themes which unite all religious phenomena will be stressed rather than those which indicate differences among religions.

312. Non-Western Religions
A survey of the more significant men and movements among the non-Christian religions.

321. Seminar in the Jewish Heritage
Study of the Old Testament Prophets (321a) and the History and Traditions of Judaism (321b) in rotation.

332. Seminar in Contemporary Christian Thought
A study of the writings of the leading theologians of the twentieth century. Due attention to crucial religious issues of our time.

334. Christian Ethics
A survey of the ethical theories springing from Christian theology. Emphasis on modern value systems and ethical problem-solving in the light of contemporary Christian thought.

341. Seminar in Religion and Culture
The topics rotate among Religion and Literature (341a), Religion and Science (341b), and Religion and the Arts (341c).

350. Individual Study in Religion
A special reading program with the guidance of a faculty supervisor subject to the approval of the student's major advisor.

351-352. Independent Study in Religion
Individual study with the guidance of a faculty supervisor. This may be a research project which will result in a thesis or extensive essay, but other media of expression are welcome, such as the writing and performance of religious music, the writing and production of a religious drama, or the use of other art forms. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

401. Seminar in Religion and the Social Sciences
An effort will be made in this course to bring to bear on the phenomena of religion the methodologies, theories, and concepts of the social sciences. The intent will be to discover how one who stands within the traditions of the social sciences can understand not only religions but also his own science. In rotation, the Psychology of Religion (401a) and the Sociology of Religion (401b). Open to religion majors and to others by permission of the Department Chairman.

403. Seminar in the Early Church
Selected topics drawn from problems relating to the history, literature, and theology of the early Church. In rotation, Gospel Research (403a), the History of the Early Church (403b), and Paul's Letters and Theology (403c). Open to religion majors and to others by permission of the Department Chairman.

POLITICAL SCIENCE

ASSISTANT PROFESSOR BRAID and DR. FAHR

Major in political science: 10 courses, including 201, 311, 312, 321, 322, 341, 351-352. Related courses required for the major in political science: one course from each of the following departmental groups: History 211, 212, 221, 222, 321; Economics 201, 331; Sociology 201, 211; Psychology 201. The requirement in foreign language may be taken in any modern language.

201. American Government
The major institutions of policy-making in national, state, and local government, including the changing relationships among these three levels of government.

202. Social Problems in Contemporary Society
An interdepartmental social science course focusing on important problems of society. The course is designed to show the complex social, economic, and political forces which are at the base of most problems in society, and to help the student recognize and analyze these problems objectively. Identical with Economics 202 and Sociology 202.

301. The Development and Methodology of the Social Sciences
Historical development of the social sciences with a consideration of their present state. Consideration of the methodology used in economics, political science, and sociology. Identical with Economics 301 and Sociology 301.

302. Organization Theory
An introduction to the theory of formal organization, including a study of classical and contemporary treatment of the subject. Topics to be covered include organization structure, bureaucratization, conflicts of goals, etc. Identical with Economics 302.

311. Comparative Government
A comprehensive comparative study of political systems with primary attention given to the Western nations.

312. International Politics
Fundamental concepts of international politics and the major characteristics of the international political system, including limited consideration of international law and organization.

321. Political Parties, Pressure Groups, and Public Opinion
Analysis of the organization and functions of political parties and pressure groups and study of the political behavior of the American electorate.

322. U. S. Constitutional Law and Thought
Judicial processes and U.S. Constitutional law doctrine.

341. Political Thought
Comprehensive study of issues in political thought from the perspectives of normative and empirical political theory.

342. Seminar: Selected Topics in Political Science
An intensive study of one or more topics not dealt with in other departmental course offerings. Prerequisite: Political Science 201 or permission of the instructor.

343. Public Administration
An introductory course in public administration at the national, state, and local levels with primary emphasis on the operations of the federal government.

351-352. Independent Study in Political Science
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

PSYCHOLOGY

PROFESSOR WATERS and MR. KLEIN

Major in psychology: 10 courses, including 201, 312, 313, 351-352. Related courses required for the major in psychology; Biology 201, Mathematics 208 and 209. The requirement in foreign language may be taken in French, German, Spanish, or Russian.

201. General Psychology
Fundamental principles of human behavior. Attention to the aims and methods of psychology, maturation and development, motivation, emotion, learning, perception, personality and behavior disorders. Although Psychology 211 does not have Psychology 201 listed as a prerequisite, the student should note that it would be to his advantage to take Psychology 201 prior to taking any other course in Psychology.

211. Child Development
Growth and development of the child from birth to maturity. Physical, intellectual, social and emotional aspects of growth are considered as they relate to various stages of maturity.

301. Culture and Personality
Cultural determinants and their relationship to personality. Also, cross-cultural contact and its impact on personality. Prerequisite: Psychology 201.

312. Experimental Psychology
Consideration of the scientific method in psychology. Study in such areas as structure and function, motor processes, sensation, perception and attention. Laboratory practice. Prerequisite: Psychology 201, Mathematics 209.

313. Psychology of Learning
The basic principles and theories of learning. Special emphasis will be given to empirical laws and controlled studies which illustrate these laws. Laboratory practice. Prerequisite: Psychology 201, Mathematics 209.

321. Social Psychology
Interaction of individuals in social situations, considering perception, motivation, attitudes, communication, and culture. Prerequisite: Psychology 201.

331. Abnormal Psychology
Mental disorders and deviations from the normal. Attention given to the extent, causes, symptoms, treatment, and prevention of psychoses, neuroses, and mental deficiency. Prerequisite: Psychology 201.

333. Counseling
Study of counseling techniques in such settings as the school, industry and the clinic. Special emphasis on psychological testing procedures and interviewing. Prerequisite: Psychology 201.

342. Seminar: Selected Topics in Psychology
Advanced study of major areas which will vary from year to year. Prerequisite: Psychology 201.

351-352. Independent Study in Psychology
Individual study, with the guidance of a faculty supervisor, generally involving a laboratory or field research problem and a scientific paper reporting the results.

SOCIOLOGY

VISITING PROFESSOR WILLEY, ASSISTANT PROFESSOR NELSON, DR. CHAMPION, MR. ELLIOTT, DR. JUMPER and MR. OLSEN

The major in sociology prepares the student for graduate study and provides a background for professional placement in the fields of law, public service, the ministry, social work and teaching. The courses listed below, plus the work offered in the seminar, in Independent Study, and in the senior interim course, when special programs are designed to meet individual needs and interests, will provide for the major student an integrated and comprehensive introduction to the broad field of sociology. Major in sociology: 10 courses, including Sociology 201, 202, 301, 315 or 321, 341, 342, 351-352. The remaining courses may be selected from other departmental offerings or Psychology 301 or 321. Related courses required for the major in sociology: Economics 201, 302, or 332; History 212, 221, 222, or 321; Political Science 201 or 321; and one other course selected from the following: Philosophy 301; Psychology 321, 322, 331. Psychology 301 or 321 cannot be counted as one of the ten major course requirements and also as a related course requirement. The core requirement in foreign language may be taken in any modern language.

201. Principles of Sociology
A study of the basic concepts developed for the study of human societies. Group life: nature, interactions, and processes; social systems: nature and problems of social control and social change.

202. Social Problems in Contemporary Society
An interdepartmental social science course focusing on important problems of society. The course is designed to show the complex social, economic, and political forces which are at the base of most problems in society, and to help the student recognize and analyze these problems objectively. Identical with Economics 202 and Political Science 202.

211. Introduction to Anthropology
A survey of man's biological and cultural evolution, with emphasis on the comparative study of culture and cultural differences among various peoples.

301. The Development and Methodology of the Social Sciences
Historical development of the social sciences with a consideration of their present state. Survey of the methodology used in economics, political science, and sociology. Identical with Economics 301 and Political Science 301. Prerequisite: Sociology 201.

302. Organization Theory
An introduction to the theory of formal organization, including a study of classical and contemporary treatment of the subject. Topics to be covered include organization structure, bureaucratization, conflicts of goals, etc. Identical with Political Science 302.

303. Cultural Geography
An examination of the close relationship that exists between man, land, and culture, emphasizing the role of man in shaping his physical environment.

312. Principles and Practice of Social Welfare
A review of how society organizes, through private and public agencies, to meet the problems of individual social maladjustment, with special attention to the premises and procedures underlying modern social welfare activity and case work. Relevant field work will be required. Prerequisite: Sociology 201.

315. Marriage and the Family
An exploration of biological, cross-cultural, and historical factors as they relate to contemporary patterns of marital interaction and family organization.

321. Rural and Urban Sociology
A study of the growth of cities, the composition and distribution of population, the institutional structure, the problems and factors of change in rural and urban America. Prerequisite: Sociology 201.

341. Contemporary Sociological Thought and its Background
An analysis of contemporary sociological theory and the historical backgrounds from which it has developed, designed to familiarize the student with the work, both in theory and research, of outstanding modern sociologists. Prerequisite: Sociology 201.

342. Seminar: Selected Topics in Sociology
An intensive study each term of one or more areas of major sociological concern: criminology, race relationships, population, statistical methodology, social organization, comparative social institutions, etc. Prerequisite: Sociology 201.

351-352. Independent Study in Sociology
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required of the major in sociology. Ordinarily taken in the fall and winter terms of the senior year.

SPEECH-THEATRE

ASSISTANT PROFESSOR JONES and MR. BLAIR

Major in speech-theatre: 10 courses, including 202, 203, 321, 351-352. Related courses required for the major in speech-theatre: Psychology 201 and two or more courses in literature, philosophy, or the social sciences selected in consultation with the advisor. The requirement in foreign language may be taken in any language. Each major is required to participate in either forensics or the Playhouse for at least six terms.

101. Fundamentals of Communication
Basic communication theory and practice. Recommended as an elective for all students.

201. Advanced Public Speaking
Development of individual effectiveness and style as a speaker through critical analysis of contemporary public address. Prerequisite: Speech 101 or permission of the instructor.

202. Voice and Articulation
A study of the anatomy and physiology of the speech mechanism, with attention to techniques of good voice production and articulation. The International Phonetic Alphabet is used as a basic learning tool. Prerequisite: Speech 101 or permission of the instructor.

203. Oral Interpretation
Practice in the expressive reading of literature to develop insight and personal ability to share it with an audience. Practice in individual reading and lecture recitals.

210. Introduction to Theatre
The scope and significance of the dramatic arts and the modern theatre. Understanding the contributions of the playwright, director, actor, designer, and critic. Lecture-discussion procedure. Student preparation includes attending plays and films and the reading of dramatic literature. Special emphasis given to evaluation of modern theatre in America and its potential for the future.

211. Play Production: Stagecraft
Theory and practice of scenery, property, and costume construction, stage lighting, scene painting, and make-up.

212. Acting
Theory and principles of acting. Designed to meet the needs of those directly concerned with theatre production, but valuable also for liberal arts students seeking to make better use of imagination and poise in social or professional situations. Laboratory exercises progress from simple behavior in imaginary situations to acting in cuttings from great dramas.

301. Rhetorical Theory
A reading-seminar investigating the development of concepts relating to public speaking, from Plato and Aristotle to the present day.

302. American Oratory
A reading-seminar investigating the influence of American public address from the Colonial period to the present.

311. Play Production: Directing
An advanced course in the theory and practice of play production. Consideration of the director's role in the theatre with specific reference to the selection and analysis of a play, organization procedures, and direction of the actor.

321. Seminar in Speech-Theatre
Individual research problems in theatre, public address, radio, and television, offering extensive reading, discussion, and research.

351-352. Independent Study in Speech-Theatre
An individual study project that will have as its end result the presentation of a well-researched thesis or an approved project in speech, theatre, radio, or television. Ordinarily taken in the fall and winter terms of the senior year.

WHO'S WHO

In the last analysis, Maryville College is people—many kinds of people fulfilling a variety of different roles. The names of some of them are listed in this chapter. Some are administrative officers who have responsibility for the ongoing functioning of the College. A number teach in the classroom, and you will see on the pages which follow that they have unusually fine academic credentials. There are librarians, secretaries, maintenance and housekeeping personnel, and residence hall counselors—each one contributing his or her part to the total life of the community. A small group of men and women who have distinguished themselves in business or the professions constitute the board of directors and maintain ultimate oversight of the program of the College and the utilization of its financial resources in the conduct of that program. Finally, there are the students, in whose interest the College came into being and without whom it could not continue; and in the directories which follow you will find the names of the most recent class graduates, young men and women who cast their lot with Maryville and have now gone out as alumni to make their own careers.

Yes, Maryville College is people. A list of names is an inadequate way to introduce them to you. We can only ask that you remember that behind each name is a person, and that together these persons make Maryville the vital learning community of which we hope you will want to be a part.

Officers and Faculty, 1972-1973

(The year opposite each name is that of first appointment)

Administrative Officers

JOSEPH J. COPELAND, B.A., B.D., D.D., LL.D. 1961
President
On the Mr. and Mrs. Charles Oscar Miller Memorial Foundation.
B.A., Trinity University; B.D., McCormick Theological Seminary, 1939; Honorary Degrees: D.D., Trinity University, 1950, and LL.D., Maryville College, 1960.

RALPH WALDO LLOYD, B.A., B.D., D.D., LL.D.,
Litt.D., L.H.D., S.T.D., Pd.D. 1930
President Emeritus
B.A., Maryville College; B.D., McCormick Theological Seminary, 1924; Honorary Degrees: D.D., Maryville College, 1929; LL.D., Centre College, 1940, and University of Chattanooga, 1953; Litt.D., Lake Forest College, 1954, and Westminster College, Utah, 1955; L.H.D., Lincoln Memorial University, 1955; S.T.D., Blackburn College, 1955; Pd.D., Monmouth College, 1961.

CAROLYN LOUISE BLAIR
Dean of the College and Professor of English
B.A., Alabama College, M.A., 1948, and Ph.D., 1961, University of Tennessee.

FRANK DeLOSS McCLELLAND, B.A., M.S., LL.D. 1937
Dean Emeritus and Assistant to the President
B.A., Grove City College; Pennsylvania State College, 1922, 1923; M.S., 1929, and LL.D., 1936, Grove City College.

RAYMOND IRVING BRAHAMS, JR., B.A., M.A. 1958-1966; 1969
Administrative Assistant to the President
B.A., Maryville College; M.A., University of Colorado, 1952.

HUGH RANKIN CRAWFORD, JR., B.A. 1961
Assistant Business Manager and Purchasing Agent
B.A., Maryville College.

DONALD PETER ELIA, B.S. in Ed. 1968
Dean of Men
B.S. in Ed., Maryville College; University of Tennessee, 1969-1971.

RICHARD L. HARRISON, B.A., B.D. 1970
Chaplain
B.A., Carrol College; B.D., McCormick Theological Seminary, 1952; San Francisco Theological Seminary, 1969

GEORGE ALBERT KRAMER, A.B., M.Ed., Ed.D. 1972
Dean of Student Relations and Professor of Education
A.B., Rutgers University; M.Ed., *ibid,* 1939 and Ph.D., *ibid,* 1958.

DANIEL FRANK LAYMAN, B.A. 1956
Treasurer and Business Manager
B.A., Carson-Newman College.

VIOLA LIGHTFOOT, B.A., L.H.D. 1934
Registrar
B.A., Maryville College; University of Tennessee, 1963; L.H.D., Maryville College, 1972.

EDITH FRANCES MASSEY, B.A., M.S. 1947
Dean of Women
B.A., Maryville College; M.S., University of Tennessee, 1955; Florida State University, 1963, 1964.

WILLIAM A. RIBBLE 1967
Director of Student Aid
Ball State University

WILLIAM S. RICHARDSON, III, B.A., Ph.D. 1970
Director of Development and Alumni Relations and Assistant Professor of Chemistry
B.A., Huntingdon College; Ph.D., University of Alabama, 1971.

MILTON L. SMITH, B.A., M.S. 1970
Resident Counselor in Development
B.A., Goshen College; M.S., University of Pennsylvania, 1936.

CLYDE USSERY, B.S. 1971
Director of Communications
B.S., University of Tennessee; *ibid* 1969-70.

Faculty of Instruction

JOSEPH J. COPELAND, B.A., B.D., D.D., LL.D.
President

BOYDSON HOWARD BAIRD, B.A., M.S. 1959
Associate Professor and Chairman of the Department of Health and Physical Education and Director of Athletics
B.A., Maryville College; M.S., Indiana University, 1948.

CHARLOTTE HUDGENS BECK, B.Mus., M.A., Ph.D. 1966
Assistant Professor of English
B.Mus., University of Tennessee; M.A. *ibid.,* 1966, and Ph.D., *ibid.,* 1972.

THELMA E. BIANCO, B.S.Ed., M.A. 1971
Instructor in Art
B.S.Ed., Texas Technological University; M.A., Texas Woman's University, 1969.

CAROLYN LOUISE BLAIR, B.A., M.A., Ph.D. 1948
Professor of English
B.A., Alabama College, M.A., 1948, and Ph.D., 1961, University of Tennessee.

BLAIR, EDWARD BEASLEY, JR., B.A., M.A. 1972
Instructor in Theatre and Speech
B.A., Pfeiffer College; M.A., University of Mississippi, 1965; University of North Carolina at Greensboro, 1970-1972.

JAMES ALBERT BLOY, B.A., M.Mus., S.M.D. 1953
Professor of Music
B.A., and B.Mus., North Central College; M.Mus., Eastman School of Music, 1953; New York University, 1960; S.M.D., School of Sacred Music, Union Theological Seminary, 1964.

ROBERT JOHN BONHAM, B.Mus., M.Mus. 1965
Assistant Professor of Music
B.Mus., Phillips University; M.Mus., University of Kansas, 1964.

LAWRENCE A. BOROVIAK, B.S., M.A., Ed.D. 1971
Associate Professor and Chairman of the Department of Health and Physical Education
B.S., Florida State University; M.A., Eastern Kentucky University, 1967; Ed.D., University of Tennessee, 1971.

ROBERT BRUCE BRAID, JR., B.S., M.A., Ph.D. 1971
Assistant Professor and Acting Chairman of the Department of Political Science
B.S., Lambuth College; M.A., 1967, and Ph.D., 1970, University of Tennessee.

ARTHUR STORY BUSHING, B.A., M.A. 1947
Associate Professor of English
B.A., Maryville College; M.A., 1948, and 1951-1953, 1967-1968, University of Tennessee; University of Iowa, 1948, 1949; Duke University, 1956.

DAVID RAY CARTLIDGE, A.B., B.D., Th.D. 1966
Associate Professor of Philosophy and Religion
A.B., College of Wooster; B.D., McCormick Theological Seminary, 1957; Th.D., Harvard University, 1969.

RALPH THOMAS CASE, B.A. B.D., Ph.D. 1939
Independent Study Editor
B.A., Parsons College; B.D., McCormick Theological Seminary, 1919; Ph.D., University of Iowa, 1929.

HERMA RAMSEY CATE, B.A., M.A. 1965
Assistant Professor of English
B.A., Berea College; M.A., University of Tennessee, 1961.

DEAN JOHN CHAMPION, B.S., M.A., Ph.D. 1967
Lecturer in Sociology
B.A., Brigham Young University; M.A. *ibid,* 1963; Ph.D., Purdue University, 1965.

RALPH STOKES COLLINS, B.A., M.A., Ph.D. 1935-1945; 1967
Professor and Chairman of the Department of Foreign Languages
B.A., University of North Carolina; M.A., *ibid.,* 1931, University of Munich, Germany, 1932-1933; East Carolina College, 1933-1934; Middlebury College, 1936-1937; Ph.D., Johns Hopkins University, 1938; Russian Institute, Columbia University, 1948-1949; U.S. Army School, Regensburg, Germany, 1951-1952.

WILLIAM HUNTER DENT, B.A., M.S. 1964
Assistant Professor of Mathematics
B.A., Maryville College; M.S., University of Kentucky, 1963; University of Tennessee, 1967-1969.

ARNOLD KENNETH ELLIOTT, B.A., M.S.W. 1970
Lecturer in Sociology
B.A., Providence College; M.S.W., Florida State University, 1957.

ANNE-MARIE LEMAIRE FAHR, Doct. Dr Int. 1971
Instructor in Political Science
Diploma, Institut d'Etudes Politiques, Universite de Lyon, France; Doct. Dr Int., Universite de Paris, 1969; University of Tennessee, 1970-1971.

THOMAS LEE FERRELL, B.S., Ph.D. 1969
Assistant Professor of Physics
B.S., Auburn University; Ph.D., Clemson University, 1969.

GLEN LLOYD FOSTER, B.S., M.S. 1969
Assistant Professor of Education and Director of Maryville College Environmental Education Center at Tremont
B.S., Virginia Polytechnic Institute; M.S., University of Kansas, 1958.

ELIZABETH THOMAS FOWLER, B.S., B.D., M.A., Ph.D. 1969
Assistant Professor of English
B.A., Birmingham-Southern College; B.D., Vanderbilt University, 1940; M.A., 1963, and Ph.D., 1968, University of Tennessee.

ARTHUR HENRY HAFNER, Ph.B., M.A., Ed.D. 1969
Professor and Chairman of the Department of Education
Ph.B., Muhlenberg College; M.A., Lehigh University, 1946; Ed.D., Columbia University, 1955.

MARJA W. HANSON, B.A., M.A. 1972
Instructor in French
B.A., Bucknell University; M.A., Johns Hopkins University; 1971; Johns Hopkins University, 1971-1972.

HARRY HAROLD HARTER, B.A., M.Mus., S.M.D. 1947
Professor of Music and Chairman of the Department of Fine Arts
B.A., San Jose State College; M.Mus., University of Nebraska, 1947; S.M.D., School of Sacred Music, Union Theological Seminary, 1961.

GERALD LEE HASTY, B.S., M.A. 1971
Instructor in Health, Physical Education
B.S., East Carolina University; M.A., Appalachian State University, 1964.

ELIZABETH HOPE JACKSON, B.A., M.A., Ph.D. 1935
Professor and Chairman of the Department of English
B.A., Smith College; Editorial Staff, Webster's New International Dictionary, 1930-1935; M.A., University of Michigan, 1940; Ph.D., University of Colorado, 1956; Leeds University, England, 1963.

THOMAS E. JONES, B.S.Ed., M.F.A. 1962
Assistant Professor of Theatre and Speech
B.S.Ed., Northern Illinois State University; M.F.A., Ohio University, 1952; Ohio State University, 1956, 1957; Indiana University, 1963; Louisiana State University, 1967-1968.

SIDNEY R. JUMPER, B.A., M.S., Ph.D. 1969
Lecturer in Geography
B.A., University of South Carolina; M.S., *ibid.,* 1953; Ph.D., University of Tennessee, 1960.

LAUREN FORREST KARDATZKE, B.S., M.Ed. 1961
Assistant Professor of Physical Education
B.S., William and Mary College; M.Ed., *ibid.,* 1961.

DAN HOWARD KINSINGER, B.A., M.Mus., D.M.A. 1954
Associate Professor of Music
B.A., Eureka College; M.Mus., Northwestern University, 1953; D.M.A., University of Illinois, 1971.

ANDREW L. KLEIN, B.A., M.A. 1972
Instructor in Psychology
B.A., University of Florida; M.A., University of South Florida, 1970; Tulane University, 1970-1972.

MARJORIE THIEL KRATZ, B.A., M.A., Ph.D. 1968
Assistant Professor of History
B.A., University of Massachusetts; M.A., *ibid.,* 1960; Ph.D., University of Oregon, 1965.

LEWIS LEE KULL, B.Mus., M.Mus. 1969
Assistant Professor of Music
B.Mus., Universty of Texas; Trenton State College, 1962-1963; M.Mus., University of Houston, 1968.

EDITH MERLE LARGEN, B.S., M.S. 1949
Associate Professor of Physical Education
B.S., Maryville College; M.S., University of Tennessee, 1951; and 1960.

WALLACE LEIGH LEWIS, B.A., M.A., Ph.D. 1962
Associate Professor of History
B.A., University of Akron; M.A., 1960, and Ph.D., 1969, University of Iowa.

NORMAN DUANE LOVE, A.B., M.A., Ph.D. 1967
Associate Professor and Chairman of the Department of Mathematics and Physics
A.B., Albion College; M.A., Western Michigan University, 1962; Ph.D., Michigan State University, 1967.

KATHRYN WORLEY MARTIN, B.A., M.A. 1950
Assistant Professor of Spanish and French
B.A., Vanderbilt University; M.A., 1943, and 1949-1950, *ibid.;* Universidad Internacional Menendez y Pelayo, 1956; University of Madrid, 1956-1959, 1967-1968.

ANDREW L. MILES, B.S. 1971
Instructor in Education and Assistant Director of Maryville College Environmental Education Center at Tremont
B.S., East Tennessee State University; University of Tennessee, 1967-1971.

KATHRYN WOLFF NELSON, B.S., M.S., Ph.D. 1969
Assistant Professor of Sociology
B.S., Vanderbilt University; M.S., *ibid.,* 1963; Ph.D., George Peabody College for Teachers, 1968.

JOHN WILLIAM NICHOLS, B.S., M.S., Ph.D. 1967
Assistant Professor of Mathematics
B.S., Maryville College; M.S. 1967, and Ph.D., 1972, University of Tennessee.

PAUL JOSEPH OGREN, B.A., Ph.D. 1967
Associate Professor of Chemistry
B.A., Earlham College; Ph.D., University of Wisconsin, 1968.

DONALD B. OLSEN, B.A., M.A. 1970
Instructor in Sociology
B.A., California State College at Los Angeles; M.A., University of Tennessee, 1970.

RUSSELL DEAN PARKER, B.A., M.A., Ph.D. 1964
Associate Professor of History and Secretary of the Faculty
B.A., Lincoln Memorial University; M.A., 1951, and Ph.D., 1966, University of Tennessee.

HARRY BAYARD PRICE, B.A., M.A. 1970
Associate Professor and Chairman of Department of Economics
B.A., Davidson College; M.A. Yale University, 1933.

THOMAS CHRIS PUROFF, A.B., B.D., Ed.M. 1968
Assistant Professor of Education
A.B., Heidelberg College; B.D., Eden Theological Seminary, 1959; Ed.M., State University of New York at Buffalo, 1968, University of Tennessee, 1970-1971.

ROBERT CLINTON RAMGER, B.S., M.S. 1956
Assistant Professor of Biology
B.S., Maryville College; M.S., University of Tennessee, 1962, 1968-1970; University of Minnesota, 1964-1965.

GRACE O. RODRIGUEZ, B.A., M.A. 1967
Assistant Professor of Spanish
B.A., University of South Florida; M.A., Florida State University, 1967.

JANE W. SAVAGE, B.A., M.R.E., M.A.L.S. 1970
Librarian
B.A., Centre College; M.R.E., Princeton Theological Seminary, 1955; M.A.L.S., Immaculate Heart College, 1969.

SALLIE WARTH SCHOEN, B.Mus., M.Mus. 1955
Associate Professor of Music
B.Mus., Oberlin Conservatory of Music; M.Mus., 1952, and 1961-1962, 1964, 1965, 1968, Indiana University; Mozarteum, Salzburg, 1954.

VICTOR ROBERT SCHOEN, B.A., M.Mus. 1955
Assistant Professor of Music
B.A., Miami University; M.Mus., 1952, and 1961-1962, 1963, 1964, 1965, 1967-1969, Indiana University; Mozarteum, Salzburg, 1954; Columbia University, 1966.

MARGARET TURNER SHERER, B.F.A., M.S., Ed.D. 1966
Associate Professor of Education
B.F.A., Oklahoma City University; M.S., 1953, and Ed.D., 1967, University of Tennessee.

ARTHUR RANDOLPH SHIELDS, B.A., M.S., Ph.D. 1962
Professor and Chairman of the Department of Biology
B.A., Maryville College; M.S., 1939 and Ph.D., 1962, University of Tennessee; U.S. Navy Medical School, 1944-1945.

DANIEL BRITAIN STALLINGS, B.M.Ed., M.A. 1967
Assistant Professor of Music
B.M.Ed., West Texas State College; M.A., *ibid.*, 1958.

CLAUDE Y. STEWART, JR., B.S., B.D. 1971
Instructor in Philosophy and Religion
B.S., Carson-Newman College; B.D., Harvard Divinity School, 1966, 1966-1971; Southern California School of Theology, 1970.

DONALD MEDFORD STINE, A.B., B.D., Th.D. 1967
Professor and Chairman of the Department of Philosophy and Religion
A.B., State University of New York (Albany); B.D., Princeton Theological Seminary, 1956; Th.D., *ibid.*, 1964.

ESTHER CORNELIUS SWENSON, B.A., M.A., Ph.D. 1963
Professor of Philosophy and Religion
B.A., Maryville College; M.A., McCormick Theological Seminary, 1952; M.A., 1957, and Ph.D., 1960, Northwestern University.

WILLIAM HERMAN SWENSON, B.A., B.A.E., M.A.E. 1962
Assistant Professor of Art
B.A., Maryville College; McCormick Theological Seminary, 1950-1952; B.A.E., 1956, M.A.E., 1960 and 1969-1970, School of the Art Institute of Chicago; Castello Academy, Italy, 1963.

ARDA SUSAN WALKER, B.A., M.A., Ph.D. 1948
Professor and Chairman of the Department of History
B.A., Maryville College; M.A., University of Tennessee, 1941; Ph.D., 1958, and 1959, University of North Carolina; 1957-1958, Sorbonne.

JERRY EARL WATERS, B.A., M.A., Ph.D. 1963
Professor and Chairman of the Department of Psychology
B.A., Maryville College; M.A., 1960, and Ph.D., 1964, University of Kentucky.

MALCOLM M. WILLEY, B.A., M.A., Ph.D., L.H.D., LL.D. 1968
Visiting Professor and Chairman of the Department of Sociology
B.A., Clark University; M.A., 1921, Ph.D., 1926, Columbia University; L.H.D., Clark University, 1945; LL.D., University of Maine, 1952.

DAVID PARIS YOUNG, B.A., Ph.D. 1963
Associate Professor and Chairman of the Department of Chemistry
On the Aluminum Company of America Foundation
B.A., Park College; Ph.D., University of Kansas, 1963; Cornell University, 1970-1971.

Other Officers and Staff, 1972-1973

LYNN ANN BEST, B.A. 1961
Circulation and Reference Librarian
B.A., Maryville College.

FRED LOUIS BLEVINS 1952
Chief Clerk in the Treasurer's Office

EDA M. CLANTON 1971
Office Secretary, Health, Physical Education, and Athletics

DOROTHY NETHERY CRAWFORD, B.A. 1961
Assistant Order Librarian
B.A., Maryville College.

JEAN GRIFFITH DAVIES, B.A. 1971
Head Resident, Women's Residence Hall I
B.A., Alverno College

LELA RUDD DAVIS 1966
Staff Assistant in Women's Residence Halls

BETTY JANE EGGERS 1957
Secretary in the Treasurer's Office

ANN PREWETT GAMBLE, B.A. 1970
Assistant in Development Office
B.A., Maryville College.

ELIZABETH THOMPSON GILLANDER 1966
Secretary and Assistant in Circulation, Library

THELMA HALL, R.N. 1927
Nurse, Ralph Max Lamar Memorial Hospital

ALYNE NESBITT HARRISON 1965
Head of McLain Memorial Hall

BILLIE SUE HOWARD 1969
Secretary in the Treasurer's Office

ALICE LYNN HOWELL, B.A., M.A., M.S.L.S. 1968
Catalog Librarian
B.A., University of Tennessee; M.A., ibid, 1934; M.S.L.S., University of Kentucky, 1968.

JANE HUDDLESTON, B.S. 1954
Secretary to the Dean
B.S., Maryville College.

HELEN LEE JINKS 1970
Secretary in Communications

MARY O. KEISTER 1971
Head Resident, Margaret Lloyd Hall

ROBERT NELSON KENNEDY, B.A. 1971
Admissions Counselor
B.A., Maryville College.

WILLIAM HAROLD LASTER, B.A., M.S. in Ed. 1964-65; 1970
Assistant Director of Admissions
B.A., Maryville College; M.S. in Ed., University of Southern California, 1970.

H. RICHARD MAHLER, III, B.A. 1971
Assistant in Communications
B.A., Maryville College.

SANDRA LYNN McMAHAN, B.S. in Ed. 1967
Assistant in Registrar's Office
B.S. in Ed., Maryville College.

MARGARET C. MILLER 1960
Assistant in the Registrar's Office

CHOI PARK, B.A., M.L.S. 1970
Periodicals Librarian and Cataloguer
B.A., Ewha Women's University; M.L.S., George Peabody College for Teachers, 1970.

ROBERT DAVID PROFFITT, B.A., M.D. 1961
College Physician
B.A., Maryville College; M.D., University of Tennessee Medical School, 1955.

K. ALAN RHYNE 1967
Manager of Bookstore and Campus Center

PAMELA D. ROWETT, B.A. 1971
Secretary-Receptionist in the Administrative Office
B.A., Maryville College.

VICTORIA E. SAMBURG, B.S. 1954
Assistant to Dean of Men and Dean of Women
B.S., Montreat College; Presbyterian School of Christian Education, 1949-1950.

BARBARA TURPIN SEMPLE, B.A. 1971
Head Resident, Men's Residence III
B.A., Maryville College.

BRUCE PAUL SEMPLE, B.A. 1971
Head Resident, Men's Residence III
B.A., Maryville College.

SUSAN SMITH SPEAR 1970
Head Resident, Davis Residence for Women
B.A., Maryville College.

JOAN ELAINE STALLINGS 1969
Secretary to the Director of Admissions

SAUNDRA L. STEPHENS 1965
Technical Assistant in Cataloging, Library

RALPH SULLIVAN 1970
Supervisor of Buildings and Grounds

VIRGINIA TURRENTINE, B.A., M.A.L.S. 1953
Cataloguer in Special Collections
B.A., University of Tennessee; M.A.L.S., George Peabody College for Teachers, 1953.

L. SUE VAN WINKLE 1970
Secretary in the Development Office

EVA MAE VINEYARD 1955
Cashier in the Treasurer's Office

MARGARET SUZANNA WARE 1934
Dietitian and Manager of the Dining Room
Graduate of Asheville Normal School; New York University, 1930.

MARY SLOAN WELSH, B.A., M.A. 1935
Assistant for Student Aid
B.A., Maryville College; M.A., University of Tennessee, 1953.

ELIZABETH V. WELTON 1966
Secretary to the President

ROSE MARIE WILLIAMS 1971
Office Secretary, Fine Arts Center

REBA A. WILSON 1970
Secretary to the Chaplain

Retirement, 1972-1973

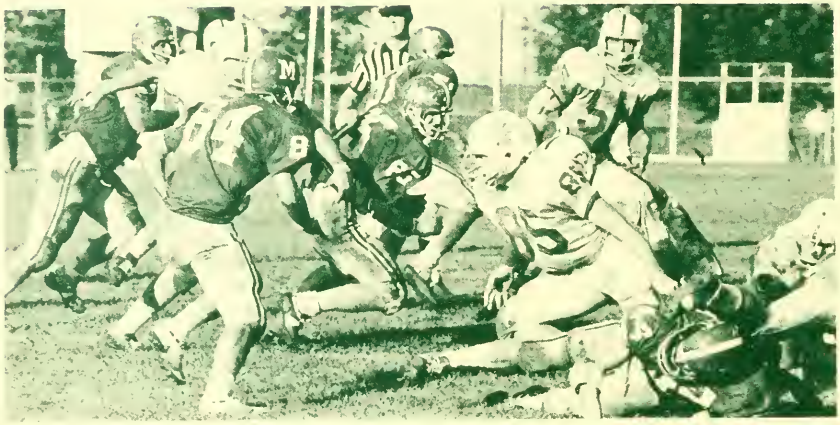
WILLIAM F. TAYLOR, JR. 1963
Director of Admissions
Davidson College, 1923-25; University of Tennessee, 1925-27; Graduate of Columbia Theological Seminary, 1938; Chaplain, Colonel, United States Air Force (Ret.).

Degrees Conferred 1971

Bachelor of Arts

Michael Cooper Aiken*
Gilbert August
Elaine Dockter Baker
Joseph W. Baker, Jr.
Beverly Yates Barber††
Charles Douglas Barber
Sarah Ethel Barbour
Walter Elliot Barker
Mary Ellen Barr†
John Michael Barrows
Wayne Douglas Basler
Mary Elizabeth Beard
Carol Elaine Beaty**
James Renwick Bell, Jr.**
Richard Raymond Berg
Randel Loren Bingham
Bruce Kelty Birch
Ronald Linn Black*
Linda Kaye Blanchfield
Lawrence Christopher Bodine
Steven Jon Boggs
Mary Margaret Brackbill
Ned Alan Brookbank**
Sandra J. Bryce
Carolyn Gash Burnette
Barbera Ann Bushing
Carol Marie Buxton
John Thomas Campbell*
Lynn Jones Champion
Alan Wesley Childs
Robert Mathew Ciccotti*
Carol Christofferson
Barbara Jean Cloud
Lynn Louise Coburn
Alice Elizabeth Cook
Robert Henry Cooper
Elizabeth Crawford Cox
George Douglas Cox†
Terry Lynn Cox*
Linda JoAnn Dimmick
John Mark Drury†
Mary Bernice Elam
Robert Sherman Evaul
Lee Frederick Falknor*
Ellen Macon Farrar*
Elizabeth Fisher**
Linda Margaret Fleck
David Duane Fogle
Carol May Foreman
Larry Dean Fort
Virginia Proffitt Futcher
Robert William Gardner†
Raymond Mack Garner*†
Joan Elizabeth Gates††
Carl Webster Gehman, Jr.
Raymond George Gibbons*
Harold M. Gillespie
Lynn Andrea Gillespie
Terri Kremer Gillespie
Donald Wilson Gilmore*
Margaret Elizabeth Glenn
David Harvey Gordon
Claudia Joan Gradwell
David Henry Gritzmacher
Alma Hannah Hardy†
Lewis Paige Hardy
Edward Robert Hawkey*
Linda Lee Heinze
Donna Mae Hemenway
Jean Suzanne Hodgson
Janet Faye Hooper
Ronald Francis Howes
Mark Andrew Hughes
William Charles Hutton
Jessie Simpson Jackson
Rosemary Delight Johnson
Thomas Howard B. Jones
Susan Jayne Kehrli
Robert Nelson Kennedy
Rachel Kent
John Francis Klein
Clayton Thomas Klemann
Richard Gregory Knapp
Donna White Koopman†
Lloyd Stephen Kramer††
Mary Sue Kunz
Nathaniel White Kuykendall
Barbara Christine Law
Rosemary J. Lindner
Steven Allen Lydick
Martha Eleanor McCall†
Christine McCormack
Suzanne Kay McCulloch*
Richard Lawrence Mara

**Graduation requirements completed December 18, 1970.*
***Graduated summer 1971.*
†*Cum laude.*
††*Magna cum laude.*



Judith Mowatt Martin
Mary Jo Martin
Roy Walkup Miles
Gerald Hal Moehlman*
Glenn David Morefield**
Albert Lyon Morgan
Warren Morgan**
Frances Britt Murphy
Richard Douglas Myser
Gary Ronald Nier
Leslie Potts Nier
Raymond Charles Nye**
Deborah Ann Ohlsen
Rene Peterkin Paine
Astrid Florence Peelle
Patricia Ann Pelzer†
C. Ann Perry**
Sharon Elaine Plumb
Edwin Ralph Prichard**
John Brookes Randall
Gary L. Reagan
Daniel Loy Rhone
Marna Reynard Rice
Ronald Thomas Robertson
William Eugene Robinson
Dana Charles Rothey
Helen Lee Rowland**
Richard Alan Rutenberg
James Allen Russell**
Ethel Ann Scruggs
Paul Rhinehart Shirk II
James Lowell Showalter
Marilyn Joan Small
Charlie Frank Smith, Jr.†
Stuart Hardie Smith
Janet Schmitt Snow**
Robert Ellis Snow†
Mary Jane Stephens
David Randall Stiffler
Sandra Graham Stiffler
Roger Dean Stiles
Alice Louise Strohmeyer
Sharon Mae Sugg
Linda Jeanne Suzo
Janna Eerenberg Tinley
Ann Louise Todd
Bruce Whitney Trousdale**
Barbara Jean Wagner
Teresa Ann Wells
Barbara Morgan West
Katherine Hoyt White
Richard Hale White
Sam Jerry Whitehead
Leonard Leas Wood
Given Marcus Woodward II
Sue Allison Yehl
Stephen Cone Zerwas

**Graduation requirements completed December 18, 1970.*

***Graduated summer 1971.*

†*Cum laude.*

††*Magna cum laude.*

Statistical Summary, 1970-1971

Classification by Classes

Fourth Year	176
Third Year	167
Second Year	169
First Year	276
Special and Part-time Students	23
Total number of students	811

Classification by States

Alabama	11	New Jersey	105
Arkansas	2	New Mexico	2
Arizona	1	New York	29
California	5	North Carolina	14
Colorado	2	Ohio	56
Connecticut	5	Pennsylvania	87
Delaware	13	South Carolina	4
Florida	70	Tennessee	238
Georgia	24	Texas	1
Hawaii	1	Virginia	20
Illinois	20	West Virginia	3
Indiana	11	Wisconsin	1
Iowa	3	Austria	1
Kansas	1	Brazil	1
Kentucky	14	Canada	2
Louisiana	1	East Pakistan	2
Maine	2	Germany	1
Maryland	26	India	4
Massachusetts	5	Japan	2
Michigan	3	Korea	3
Mississippi	2	Nigeria	1
Missouri	5	Panama	1
New Hampshire	5	Thailand	2

Total Number of Students	811
Total Number of States and Countries	45

Visiting Speakers and Artists, 1971-1972

DR. RICHARD C. MARIUS, Associate Professor of History, University of Tennessee.

THE REV. LUIS VELASCO, Pastor, Presbyterian Spanish Speaking Church, Washington, D.C.

SCHOLA CANTORIUM, Caracas, Venezuela.

REV. J. FORT FOWLER, Minister, Broadway Methodist Church, Maryville.

THOMAS S. TEAGUE, Baritone, Associate Professor of Music, Carson-Newman College.

THE FRIENDS OF DISTINCTION, Rock Group.

ROBERT MOORMAN, Lecturer and Member of the AUTOBIOGRAPHY, New York, New York.

GARY MacEOIN, syndicated columnist and former correspondent for *Time* and *Life*.

SALLY WARTH SCHOEN, Pianist, Associate Professor of Music, Maryville College.

DR. GEORGE D. KELSEY, Professor of Christian Ethics, Drew University, Danforth Visiting Lecturer.

FRED BRANFMAN, Director, Project Air War, Washington, D.C.

DR. HOWARD HIGGINS, former Dean of Emerson College, Boston, Massachusetts, and author.

NASHVILLE CHAMBER SINGERS.

LINDA MAREK, Organist, Instructor of Music, Knoxville College and Maryville College.

BROOKS HAYS, former United States Congressman from Arkansas.

FATHER GEOFFREY SKRINAR, Church of St. Andrew Episcopal, Staten Island, New York.

KURT ADLER, Chorus Master, Metropolitan Opera, New York.

MRS. MICKIE COLEMAN, Director, Sinking Creek Film Celebration, Greeneville, Tennessee.

CRISTINA ORTIZ, Pianist, Van Cliburn piano competition winner.

MRS. WILMA DYKEMAN STOKELY, Authoress, Newport, Tennessee.

WILLIAM WIFTLER, Director for Mission, Latin American Department of the National Council of Churches.

DR. MICHAEL NOVAK, Associate Professor of Philosophy and Theology, State University of New York.

DR. RODERIC MURRAY, Rector, St. Andrew's Episcopal Church, Maryville.

DR. MILDRED DOYLE, Superintendent, Knox County Schools, Knoxville, Tennessee.

DR. ALBERT H. CROPP, retired Missionary to the American Indians.

GILBERT TRYTHALL, Director, Peabody Electronic Music Studio, Nashville, Tennessee.

MARGARET KALIL, Soprano, Metropolitan Opera, New York.

PHILIP STEELE, Affiliate Artist at Maryville College.

Alumni Citations

Each year at Commencement Maryville College recognizes alumni whose achievements in business, the professions, or government are outstanding. The following are holders of Alumni Citations.

1961

EARL WINSTON BLAZER, Class of 1930, Maryville, Tenn., business, civic, and church leader.

JULIAN JOHNSON, M.D., Class of 1927, Philadelphia, Pa., nationally known thoracic surgeon.

1962

MARY KATE LEWIS DUSKIN, Class of 1920, Atlanta, Ga., leader in social work.

GEORGE C. KENT, JR., Ph.D., Class of 1937, Louisiana State University professor and Chairman of the Department of Zoology.

DAN MAYS McGILL, Ph.D., Class of 1940, authority in insurance education and research and Professor of Life Insurance at the University of Pennsylvania.

RICHARD EDGAR STRAIN, M.D., Class of 1931, widely known neurosurgeon and Associate Clinical Professor of Neurosurgery at the University of Miami Medical School.

1963

WILSON McTEER, Ph.D., Class of 1925, Professor of Psychology at Wayne State University and leader in the development of the Michigan Psychological Association.

JOHN HURT FISHER, Ph.D., Class of 1940, Professor of English at New York University and Executive Secretary of the Modern Language Association.

GEORGE D. WEBSTER, Class of 1941, tax law expert and partner in the firm of Davies, Richberg, Tydings, Landa, and Duff in Washington, D. C.

1964

HERRICK R. ARNOLD, Class of 1923, research chemist for the DuPont Company and business and civic leader.

LLOYD H. LANGSTON, Ph.D., Class of 1913, Secretary-Treasurer of Standard and Poor's Corporation.

ROY A. TAYLOR, Class of 1931, member of Congress from the Twelfth District of North Carolina.

NATHALIA WRIGHT, Ph.D., Class of 1933, Professor of English at the University of Tennessee, Guggenheim Fellow, and author.

1965

PAUL H. FOX, Class of 1938, corporate Vice President of Reynolds Metals and President of Reynolds Aluminum Supply Co.

SUE WAY SPENCER, Class of 1928, Professor and Director of the School of Social Work of the University of Tennessee.

LELAND SHANOR, Ph.D., Class of 1935, Dean of the Division of Advanced Studies of Florida Institute for Continuing University Studies and Division Director for Undergraduate Education in Science for the National Science Foundation.

1966

MARY SUE CARSON GOING, Class of 1929, personnel management specialist with the U. S. Civil Service Commission, Washington, D. C.

JOHN ALBERT HYDEN, Ph.D., Class of 1914, Professor Emeritus of Mathematics at Vanderbilt University.

REBA MILLSAPS LOWRY, Class of 1928, Dean of Women, Pembroke State College, North Carolina.

CLIFFORD T. MORGAN, Ph.D., Class of 1936, Lecturer in Psychology, the University of California at Santa Barbara.

1967

RAYMOND FLOYD ANDERSON, Class of 1926, musician, teacher, director of the Birmingham-Southern College Choir.

ROBERT MELVIN ARNOLD, M.D., x1940, University of Southern California Postgraduate School of Medicine.

RUTH GAMBLE BOSWORTH, Class of 1923, poet, educator, civic leader, Norwich, Connecticut.

DAVID SAMUEL MARSTON, Class of 1929, manager of the Rohm and Haas Company corporate public relations, Philadelphia.

1968

ERNEST CHALMERS BROWN, x1913, College Engineer for 46 years.

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ROSE WILCOX PINNEO, Class of 1943, specialist in cardiac nursing and assistant professor of nursing at the University of Rochester.

LELAND TATE WAGGONER, Class of 1938, Vice President for Sales of the Home Life Insurance Company of New York.

LAMAR WILSON, Class of 1921, outstanding contractor and architect and devoted churchman.

1969

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JAMES NICHOLAS PROFFITT, Class of 1938, physician and surgeon.

FRED MANGET SNELL, Class of 1942, Professor of Biophysical Sciences at the State University of New York at Buffalo.

HILTON ADDISON WICK, Class of 1942, lawyer and President of Chittenden Trust Company of Burlington, Vermont.

1970

SAMUEL WILSON BLIZZARD, JR., Class of 1936, Professor of Christianity and Society, Chairman of the Department of History, Princeton Theological Seminary.

JOE CALDWELL GAMBLE, Class of 1926, lawyer, former Chairman of the Board of Directors of Maryville College.

ELSIE MARIE KLINGMAN, Class of 1940, Assistant for Mission Operation in the Division of Church Strategy and Development, Board of National Missions, United Presbyterian Church in the U.S.A.

1971

CARL ALETTE, Class of 1943, Associate Professor of Music, University of South Alabama, composer.

PERCY WILSON BUCHANAN, Class of 1922, Director of Asian Affairs, Professor of Far Eastern History, University of Oklahoma, former missionary to Japan.

AGNES LEWIS, Class of 1923, member, Frontier Nursing Service National Board of Trustees.

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Request Form

If you wish to receive an Application for Admission, or to secure additional information regarding financial assistance, complete the following and mail to:

Director of Admissions and Student Aid
Maryville College
Maryville, Tennessee 37801
Telephone: 615/982-7191

Name_____ Telephone No._____

Address_____
Street

_____
City State Zip Code

High School Name and Address _____

Date graduated (or will graduate) from high school_____

When do you expect to enter Maryville College?_____

Check below the items you wish to have forwarded to you:

- ☐ Application
- ☐ Catalog
- ☐ Other-please specify:_____

Purpose and Objectives

Aware that twentieth century man is threatened by forces leading to the alienation of persons and the fragmentation of life, Maryville College seeks to be a community built upon a single commitment and dedicated to a single purpose. The commitment is to the Christian faith. The purpose is the pursuit of truth in concept and in life. The College recognizes no necessary dichotomy between the intellectual and the religious or between knowledge and values. Man's creation of order out of chaos, his weaving of the fragments of his experience into a meaningful pattern, must call into play reason, experience, and faith—both empiricism and revelation. Although the pursuit of knowing and doing the truth is a single pursuit, the paths leading to it are numerous. An education that truly liberates involves full and free exploration.

All learning begins with assumptions. It is only when they are made clear that one can ask the intelligent questions that lead to discovery. At Maryville College the basic assumptions are that God is the ultimate source of truth, that His highest revelation is through Christ, and that the relationship to God of love and obedience through Jesus Christ is the basis of true life.

Once the student has the security of knowing what the assumptions are, he is free to ask questions, to doubt, and to evaluate as he searches for his own answers and attempts to establish his own identity and his own assumptions. He is led by a faculty dedicated to the pursuit of knowing and doing the truth, sensitive to the Christian commitment, and concerned primarily with teaching. He is aided by a curriculum that provides a common core to insure breadth, perspective, and the discovery of interrelationships, an opportunity for specialization in one discipline to lay the foundation for a vocation or graduate school, and a direction toward independent study that will prepare him to continue his education throughout life. The curriculum is designed to equip him to think and act with independence, imagination, and sound critical judgment, and to communicate effectively.

In the conviction that the most stimulating environment for learning is a vital community, Maryville seeks to establish a community in which students and faculty, of varying backgrounds, abilities, talents, and interests, can unite in a common purpose and freely discuss their differences, recognizing that when differences and tensions no longer exist, man ceases to grow. It seeks to establish a community in which all activities—intellectual, religious, social, cultural, physical—are coordinated so as to prevent distracting fragmentation. It seeks to establish a community in which each member may grow in integrity, ever striving to understand and make a unified pattern of his experiences, but learning to contemplate, with reverence, the mysteries of the universe. The total college experience is designed to prepare the student for effective participation and leadership in the larger community of mankind.

Although the ideal set forth here may be beyond man's grasp, the Maryville students and faculty are united in the belief that they can do no less than work toward it, making the pursuit of truth a dynamic process involving continued redefinition of goals, reorganization of curriculum and community life, and reevaluation of teaching and learning methods.

Calendar for 1972-1973

1972

Summer Term

June 5-23 Session I
June 26-July 14 Session II
July 17-August 4 Session III

Fall Term

September 5-7 Workshops for Faculty and All-College Council
September 8 New students report
9:00 a.m.—Residence halls open
12:00 noon—Buffet luncheon for new students and parents
2:00 p.m.—Assembly for new students and parents, followed by reception in Chapel courtyard
September 9 Testing and orientation of new students
September 11-12 Registration for freshmen and returning students
September 13 8:00 a.m.—Classes begin
September 14 8:00 p.m.—Opening academic convocation
October 13-15 Homecoming Weekend
October 17-18 Comprehensive examinations for graduating seniors
November 12 "Messiah"
November 21 Classes end

Interim Term

November 27 Classes begin
December 20 Classes end

1973

Winter Term

January 3 Registration
January 4 8:00 a.m.—Classes begin
January 18-21 January Meetings
March 14 Classes end

Spring Term

March 26 Registration
March 27 8:00 a.m.—Classes begin
April 17-18 Comprehensive examinations for graduating seniors
April 22 Easter
June 1 Classes end
June 2 Alumni Day
3:00 p.m.—President's Reception for graduates and their parents
June 3 8:00 p.m.—Baccalaureate
June 4 154th Year Commencement

Summer Term

June 11-29 Session I
July 2-20 Session II
July 23-August 10 Session III

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